DOCUMENT RESUME

ED 112 073 95 CE 004 836

TITLE Career Education: Learning with a Purpose; Elementary 3-4; Volumes 1 and 2.
INSTITUTION State Fair Community Coll., Sedalia, Mo.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 74
NOTE 182p.

EDRS PRICE MF-$0.76 HC-$9.51 Plus Postage
DESCRIPTORS Audiovisual Aids; *Career Education; Classroom Materials; *Curriculum Guides; Decision Making; Educational Attitudes; *Elementary Education; Field Trips; Grade 3; Grade 4; Integrated Curriculum; Interpersonal Competence; *Learning Activities; Occupational Information; Resource Guides; Self Actualization; Self Concept; Self Evaluation; Social Studies; Units of Study (Subject Fields)
IDENTIFIERS Missouri

ABSTRACT

The guide to career education is designed to supplement an existing curriculum at the third and fourth grade level; it suggests and outlines a developmental program of learning activities and resource materials which may be integrated with the teaching of academic subject areas. The suggested activities and materials are designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work, and (4) prepare the student for personal decision-making. The program is intended to help the student recognize that educational experiences are a means of achieving life goals. The activities in Volume 1 pertain to social studies, and include a Missouri unit with student worksheets and a collection of student-developed, career-related games and puzzles. The subject areas used to group the activities in Volume 2 are fine arts, language arts, math, and science. In addition to the suggested resource materials which are listed in conjunction with the learning activities, both volumes contain identical resource guides to audiovisual materials, sources of free career information, and a list of field trip sites in Missouri. (Author/AJ)

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CAREER EDUCATION

Learning with a Purpose

- Career Related Activities
- Audio - Visual Material
- Sources of Career and Occupational Information
- Field Trip Sites and Guest Speakers

ELEMENTARY 3-4 VOLUME 1

CE004836

CAREER EDUCATION PROJECT
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ACKNOWLEDGMENTS

This guide represents the efforts and assistance of many people. Special appreciation is expressed to the designated elementary participants which provided expertise and information for the development of this guide.

The guide was developed by counselors and teachers in three one-day workshops and is designed for use as an aid in providing career development activities for elementary teachers in grades three and four. Funds for the development of the guide were provided through a federal grant under the provisions of Part D of Public Law 90-576.

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The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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FOREWORD

This guide is designed to supplement the existing curriculum at the intermediate level.

It is further the purpose of this guide to suggest and outline a developmental program of follow-up activities, instead of adding to the curricula of the intermediate grades and can be implemented within the existing framework of the school. The career related materials can be developed with suggested activities and materials designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work and (4) assist the student in finding out about himself as part of the preparation for decision making. In essence, it may be said that such a developmental program at the intermediate level is designed to help the student recognize that educational experiences are a means of achieving life goals.

This compilation of ideas, sample activities and other information has been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders and school administrators.

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CAREER EDUCATION--THE STEP BEYOND

A basic purpose of American education is the preparation of people for living and, within that context, preparation of people for a career. Career Education is the development of attitudes and appreciations toward workers and the benefits each worker receives and gives as a contributing member of society. Career Education can be the focal point for developing an educational awareness of the use of skills and knowledge taught in the schools and used by adults in the working world. Career Education can be the center of the curriculum which joins school, family and community into a joint effort of educating the young. Career Education is concerned with the total development of a student. This means providing experiences for students to conceptualize the career development concepts which should be introduced to preschoolers and developed through high school.

Career development, which is a lifelong process, begins at a very early age when the child role plays various occupations in his play. He begins very early to establish his view of work and a view of himself as a worker. Career development proceeds much the same way as emotional, social, intellectual and physical development progress. Before one is ready for the next level, certain concepts must be conceptualized. The child goes through the following stages. The AWARENESS STAGE, which covers the preschool period through grade six, is a period when the child not only becomes aware of himself and other people physically, emotionally and socially, but he also gains intellectual skills and knowledge. While in this stage, the child becomes interested in what adults do. He is interested in knowing how he gets the goods and services which he enjoys. He also enjoys "putting on occupational roles" by role playing the many occupations with which he has become acquainted. The EXPLORATION STAGE, which usually covers the middle or junior high school age level, is a time for some actual exploring of a variety of occupations. It is a time of self-assessment and of consideration of the various types of careers available to the individual. The student should, by this time, be able to identify who he is and that his interests and abilities are to make decisions and be prepared to adjust and change those decisions, to formulate some preferences for particular occupations and to identify various life styles he may wish to pursue. A tentative decision may be made by grade nine in order to begin the PREPARATION STAGE. This stage will last as long as necessary for the acquisition of skills and knowledge needed to enter and progress through one's occupational career.

Career Education, then, is the education of the child of today in a manner which will make his life useful and productive in the world he will live in tomorrow. It is preparing the future adult to develop the philosophy that work has value and meaning to the individual and to society. It provides an exposure to a wide variety of possible careers so that the young adult can make a career choice on the basis of his self-knowledge, his particular needs, abilities, interests and the needs of society.

Ohio Career Education and Curriculum
Management Laboratory in Agricultural Education
The Ohio State University
Columbus, Ohio 43210
1974

THE LITTLE BOY*

Once a little boy went to school.
He was quite a little boy.
And it was quite a big school.
But when the little boy
Found that he could go to his room
By walking right in from the door outside,
He was happy.
And the school did not seem
Quite so big anymore.

One morning,
When the little boy had been in school awhile,
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy.
He liked to make pictures.
He could make all kinds:
Lions and tigers,
Chickens and cows,
Trains and boats--
And he took out his box of crayons
And began to draw.

But the teacher said, "Wait!"
It is not time to begin!"
And she waited until everyone looked ready.
"Now" said the teacher,
"We are going to make flowers."
"Good!" thought the little boy.
He liked to make flowers,
And he began to make beautiful ones
With his pink and orange and blue crayons.
But the teacher said, "Wait!
And I will show you how."
And it was red, with a green stem.
"There," said the teacher
"Now you may begin."

The little boy looked at the teacher's flower.
Then he looked at his own flower.
He liked his flower better than the teacher's
But, he did not say this.
He just turned his paper over
And made a flower like the teacher's
It was red, with a green stem.

*By Helen E. Buckley

On another day,
When the little boy had opened
The door from the outside all by himself,
The teacher said:
"Today we are going to make something with clay."
"Good!" thought the little boy.
He liked clay.
He could make all kinds of things with clay:
Snakes and snowmen,
Elephants and mice,
Cars and trucks
And he began to pull and pinch
His ball of clay.

But the teacher said:
"Wait! It is not time to begin."
And she waited until everyone looked ready.

"Now," said the teacher,
"We are going to make a dish."
"Good!" thought the little boy.
He liked to make dishes,
And he began to make some
That were all shapes and sizes.

But the teacher said, "Wait!
And I will show you how,"
And she showed everyone how to make
One deep dish.
"There," said the teacher
"Now you may begin."

The little boy looked at the teacher's dish.
Then he looked at his own.
He liked his better than the teacher's
But he did not say this.
He just rolled his clay into a big ball again
And made a dish like the teacher's.
It was a deep dish.

And pretty soon
The little boy learned to wait,
And to watch,
And to make things just like the teacher.
And pretty soon
He didn't make things of his own anymore.
Then it happened
That the little boy and his family
Moved to another house,
In another city,
And the little boy
Had to go to another school.

This school was even bigger
Than the other one.
And there was no door from the outside
Into his room.
He had to go up some big steps,
And walk down a long hall
To get to his room.
And the very first day
He was there
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy,
And he waited for the teacher
To tell him what to do.
But the teacher didn't say anything.
She just walked around the room.

When she came to the little boy
She said, "Don't you want to make a picture?"
"Yes," said the little boy,
"What are we going to make?"
"I don't know until you make it," said the teacher.
"How shall I make it?" asked the little boy.
"Why, any way you like," said the teacher.
"And any color?" asked the little boy.
"Any color," said the teacher,
"If everyone made the same picture,
And used the same colors,
How would I know who made what,
And which was which?"
"I don't know," said the little boy,
And he began to make a red flower with
a green stem . . . .

GUIDE UTILIZATION

The activities included in this guide can be adapted for use in any subject area; however, some of the activities lend themselves for use more easily than others in a certain subject area. The format used for this activity guide attempts to point out suggested areas for specific usage.

The activities contained in Volume I pertain to social studies. Also included is a Missouri Unit with many student worksheets.

The subject areas used to group the activities in Volume II are as follows: fine arts, language arts, math, and science.

Listed with many activities are resource materials. Once again, these items are merely suggestions and do not have to be used specifically.

Also included on each page is a column entitled Evaluation/Outcome. This space is intended to be used for indicating a desired outcome for each activity. It is felt that many times the best outcomes from a particular activity are not measurable. Therefore, this column is included so that nonmeasurable objectives could be used with this guide.

Included also is a selection of career related games and puzzles that were developed by students from a participating school.

GOALS OF THE AWARENESS PROGRAM

FOR GRADES THREE AND FOUR

1. The students shall have experiences that relate to life goals and occupations.

2. The student shall learn the importance of responsibility and dignity of work in becoming a worthwhile citizen.

3. The student shall further develop understanding of self as an individual, in relation to home, school and society.

OBJECTIVE: To develop awareness of the importance of each person and the uniqueness of his skills.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Self-Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Ask children whether they know what their parents do for a living.		
2. Encourage children to talk to their parents about their jobs.		
3. Learn skills needed for father to perform his job and activities in which he engaged at work.	Lifton, Walter M.	
4. Help children to accept their parents and understand that the jobs their parents held were worth knowing about.	What Could I Be? Introducing the world of work to children SRA, 1960	Performance objectives: Write a short story about your parent's job. Then write a short story on "What do you think you could be?"

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Self-Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
"The Silhouette Game" - Using a filmstrip projector, make three silhouettes of each child on large sheets of construction paper. a. Make several "anonymous" silhouettes, (not of any child in the class) for later use in small groups. b. Using a supply of "trait cards," which you have supplied or they have made, each child tapes on the first silhouette those traits which he feels best describe him. c. On the second silhouette, he tapes all those traits he thinks his friend would use to describe his partner. d. Working pairs, each child places on his partner's silhouette, all of the traits he feels best describe his partner. e. The partners share the information of the silhouettes. f. Working in small groups and using the information gained so far, the groups construct the "Ideal Person."		The students will list three strengths and weaknesses: three pertaining to school work and three pertaining to home.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Children will write a short bibliography regarding himself and his school. Teacher will read aloud and students will guess the author.		
2. Students will make a collage of himself and surroundings at school.		
3. Teacher will rotate schoolroom tasks to enable each child to participate.		Student will demonstrate that he is aware of individual differences in appearance and become more aware of his own image.
4. Students will draw a picture of themselves on standard size paper. Allow them to color it with crayons and tell them to save the drawings. On the next day, ask them to look at their drawings again. Ask how they might make them look more like the people they stand for. Someone might eventually suggest the drawings could be life-size drawings of themselves on yard-wide paper. This will encourage children to think about their image. The process of looking at themselves and then committing this view to paper should help prepare them for self-examination. Reference-Dimensions of Personality Series, "Here I Am."		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. "It's Up to You to Decide"--Suggest that the students look through a family photograph album to discover some physical trait shared by several family members. They are to describe the traits they would like to have inherited from parents or grandparents if they had a choice.		List three basic emotions that all human beings have at one time or another.
2. Use games that require decision-making such as chess, monopoly, etc.		Name at least one character trait which is unacceptable to others.
3. Work through illustrative case materials or games designed to identify decision factors and the alternative outcomes which result when different patterns of factors are combined.		
4. Teacher prepares two identical lists of many positive traits. Three volunteers are sent out of the room with pencils to select five traits that best describe themselves. While volunteers are out of the room, children select five traits for each of the three volunteers. Teacher writes child's name and number corresponding with trait on board. Volunteers return and they present their list to class and vice versa. Child gets positive feedback as to how others perceive him as well as his self-perception.		Each individual will demonstrate. In the opinion of the teacher, he has developed the ability to make a wise decision.
5. Students are to find a job listed below and tell four ways to solve it. For example: Wagon master what would you do if a young girl was captured by Indians and to get her back they wanted the rest of the food. The teacher and the students can make their own list and problems.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
6. Discussion of films and filmstrips centering around the decision-making process--"What Do You Like to Do?" and "Who are You?" (SRA)		
7. Use "Scientific Method" of problem solving in classroom activities.		
8. Using filmstrips, films, and readings that view workers as problem solvers and ask questions, such as: (a) What is the nature of the problem of living that this person routinely solves? (b) What special tasks or skills does this person need to solve these problems? (c) Does this person need any special facilities to solve this problem?		

OBJECTIVE: To acquire respect for the individual and to understand that each person has his own special qualities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Self-Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Children will write a short bibliography regarding himself. The teacher will read each aloud and students will guess the author. Discuss physical traits of students and how they look like other members of their families. Play guessing games in which a student describes another classmate and the classmates guess who it is. Students can become aware of character traits of famous people by reading stories and poetry.	Books: Babe Ruth Baseball Boy Thomas Edison Harriet Tubman Clara Barton Martin Luther King	Students should come to realize that each has individual differences and become more aware of individual images.

OBJECTIVE: To recognize that each person is unique in interest and abilities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Self-Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have students finish sentences that begin: I like . . . I feel . . . I want to be . . . I am . . .	Filmstrips: First Things Series, Guidance Associates 10 filmstrips Film: The Most Important Person Set DUSO	The student will have a better understanding of the feelings and attitudes of himself and others.

OBJECTIVE: To help the student develop acceptable behavior and understandings.

GRADE LEVEL OR SUBJECT Three and Four, AREA OR UNIT OF STUDY Social Studies (Self-Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Class discussion centered around short talks given by the teacher. 1. Friendship: Teacher might draw on the blackboard two hands extended in friendship to stimulate a discussion. Possible questions: Why is it important to get along with people? How should friends be selected? Should parents have anything to say about friendships? 2. Promises: Teacher might put a drawing of a hand on the blackboard with an oath copied near it to stimulate this talk. Possible questions to discuss: What is a promise? What does a promise mean to you? What should you do if you cannot keep a promise? Language Art Activities: Students could write or tell why dependability is an important trait. Students could make a list of synonyms and antonyms for words such as truth, respect, obedience, courage, and honor. 3. School Spirit: Possible questions to be used: What do we mean by school spirit? What rules and laws protect students and give them more freedom? What personality traits or characteristics promote good school spirit? (Courage, vigor, enthusiasm, loyalty, friendship, interest, love, pride, respect, cooperation, self-discipline, consideration for others)		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Language Art Activities: Have a contest to choose a student who shows best school spirit for a particular week. The students could write a letter to someone explaining why he is proud of his school. Art Activities: Students could design a school pennant. Paint and post "Welcome to Our School" signs.		
4. Private Property: Signs such as "No Trespassing, Private Property" might be placed on the blackboard to stimulate this discussion of the right that each student has in the classroom, with the hope that the student will take proper care of his own property, as well as respect the property of others. Such questions as follows: Should students borrow private property? If student borrows, what are his responsibilities to the one from whom he borrows? Is it wrong to borrow answers? Language Art Activities: As a group activity, decide the best rules for protecting property of the school, classmates, and teacher. As a written assignment, each student could make lists of things which belong entirely to him, to his classmates, his school and teacher.		
5. The Classroom--A Living Democracy: Stimulate a discussion to help the students understand and appreciate the differences in all kinds of people; the slow, average, superior, weak and strong. Help them to know that all, despite differences, deserve the same privileges, rights and opportunities.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Suggested questions: What should we do when we have a different opinion from others? What should we do when a student makes fun of another student? How should we feel about beliefs of others? What should a student do when others make fun of him? Language Art Activities: As a group, develop a "Code of Behavior" chart which will help preserve democracy in the classroom.		
6. Words that are Magic: Stimulate a discussion about words being a means of communication, but all words are not used the correct way. Suggested questions: Can words hurt or help students? Does tattling hurt others? Language Art Activities: As a written assignment, students could make a list of kind and unkind words.		
7. Mistakes--What Can We Do About Them? Suggested questions: Did you ever make a mistake? Why is it important to admit mistakes and try to correct them? If a mistake you made caused a classmate to get into difficulty, what should you do? What happens if you won't admit that you made a mistake? Language Arts Activities: As a written or oral assignment, students could tell about the best lesson he ever learned or describe how a mistake happened. Show videotaped model segments of child behavior (acceptable or unacceptable) for immediate class discussion and evaluation. The school counselor has resource material and activities to give valuable help with this unit.	DUSO Kit (D-1) "Developing Understanding of Self" Suggested Books: Storybook of Manners, Being Nice is Lots of Fun, When I Grow Up--Lois Lenski Suggested Stories: Arbuthnots Anthology--True Tales, pp. 95, 104, 105, 150, 163, 178	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
8. Read books and poetry and share with class.	Time for Poetry "Of Giving" "I Am" "Of Quarrels"	
9. Develop a personality folder. (This folder can be added to all year.) Include such activities as: Self-portrait drawing An autobiography Keep a personal diary made by students and teacher Worksheet of "Feelings" A personal growth chart containing birthday, fingerprints, height and weight. Write and dramatize a situation showing a type of behavior desirable or undesirable using handmade puppets or by role playing.	Manila folders Art paper, crayons or paints	
10. Play guessing games in which a student describes another classmate by his personality traits and the classmates guess who the mystery student is.		
11. Provide within the classroom a "Quiet Corner" in which each student may have a short time daily or as schedule will allow to spend alone or with a friend. This time spent in free activity. Games, art supplies, record player, etc. should be provided for his use.		
12. Students can become aware of character traits of famous people by reading stories and poetry.	Suggested references: Babe Ruth Baseball Boy Thomas Edison Harriet Tubman Clara Barton Martin Luther King	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
13. Create a "Special Day." Make a scroll with the name of a student at the top. During the day each student will write something nice about that student. Remove the scroll at the end of the day and allow the student to take the scroll to keep.	Art paper	
14. Display pictures which depict feelings (hate, anger, fright). Discuss with the students which feeling it is or ask students to look at the picture and write or tell what the person is feeling and why that person may feel that way.	Instructo No. 1215 Pictures "Understanding Our Feelings" or pictures cut from magazines	
15. Class discussion. Use questions such as: Do I get along with others?, Am I dependable?, Am I fair?, Am I accepted by my peers?, Am I accepted by adults?, Am I a helpful member of my family?, Can I go ahead and do a job, or must I always be supervised?		
16. Role playing: Set up situations in which children might be emotionally involved, such as a disagreement between playmates. Let children act them out. Discuss the outcomes and the ways in which we can learn to work and play more cooperatively with others.		
17. Use this poem and discuss its meaning. As long as I live, I shall always be Myself and no other, just me!		
18. Construct a mural showing student's leisure time activities.		

OBJECTIVE: To develop awareness of social, emotional, and mental characteristics of himself.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Self-Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Outline each child on suitable paper--newsprint or brown wrapping. (Keep the paper outline as child completes social, emotional and mental characteristics of himself.) 2. Physical attributes to complete: I am __________ inches tall. I weigh _______ pounds today. I have ________ eyes and _____________ hair. My shoe size is _____________. I wear glasses, braces or other unusual data. Some of my favorite foods to eat are _________. My name is ____________. These large paper replicas can be stored on top of storage cabinets. 3. Scrapbook: 1. Picture of me as a young child. 2. Picture of me today. (Picture at the end of the school year--teacher could request use of a polaroid camera from instructional media center.) 3. My thumb or fingerprint--it is unique and so am I. Make thumbprint with ink in an ink pad. (Not even identical twins have thumbprints alike!)		For the individual to understand and accept his own uniqueness.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
4. Discuss the fact that no other person in the world is exactly like "you"; no other person feels, thinks, looks or acts exactly as you do. You are special--not because you wish to be treated specially--but because you are you. Other people are special too; our many differences make us interesting to other people and other people interesting to us. Art--make your own special name tag to wear today!		
5. Show 2-3 pictures of people who have been afraid (a mother, a policeman, a child). Discuss how/why/what might have caused these people to be afraid. (role play each person pictured) What does fear feel like? (uncomfortable, body may shake, run away) Is fear ever helpful? (fear of cars, fear of harmful animals--bulls, rattlesnakes, cross dogs) How do we face fear? Puppet exercise Dramatize: A "bully" frightening another puppet; the puppet may (1) run away; (2) fight the bully; (3) talk to the bully and tell him it would be more fun to be friends.		
6. A puppet who is afraid of sirens. (Other fears may be substituted) His friend puppet takes him to the fire station to help him "see" his cause of fearing the siren.		

OBJECTIVE: To learn about himself in relation to his culture.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Role play depicting various jobs the student is responsible for at home. 2. Discuss what student does at home and how his jobs are important for the functioning of the family. 3. Pantomine some member of the family engaged in a task at home. Try to guess the task. 4. Depict work in the family through puppets. Have each puppet (family member) discuss his/her job and its importance.	Filmstrips: "Getting Along at Home" "Who Helps Us Live at Our House?" "Some Fathers are Builders" "Just What Do Mothers Do?" "What Else Do Fathers Do?" "Housing, Money, Personal Problems" "Manners at Home" "Learning to Live with Others" "Developing Basic Values" "Families Have Fun" "The Homes We Live In"	The student shall learn about himself in relation to his culture through understanding and experiencing roles.

OBJECTIVE: To develop the understanding for children to see that their names both link them to the past and provide them with a stamp of individuality in the present.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have a child trace his name, original nationality, and heritage. Find about culture and family traditions which shape one's vocational goals.		
2. Find out about foreign words or names to see that they represent something familiar.		
3. Find out if the original family name was difficult to spell and if it has been changed in spelling and simplified over the years.	Lifton, Walter M. What Could I Be? "What Is Your Name?" SRA 1960	Use the dictionary for checking name origins. Develop reference skills.
4. Discuss the different reactions people have when you remember or forget their names.		
5. Find the reasons for the use of titles like Mr. and Doctor.		

OBJECTIVE: To develop the understanding for children to see that their names both link them to the past and provide them with a stamp of individuality in the present.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies
To be used with Unit 3, pages 116-131 in "Exploring Regions Near and Far" Follett Company.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Discuss with parents or grandparents your ancestors, their heritage and their original nationality.	The New Times and Places Scott, Foresman, & Co. pages 84-158	Realize how things have changed through time and inventions.
2. Look over any antiques you may have at home. How are they different from what we use today.	More Times and Places Scott, Foresman & Co. pages 154-218	
3. Discuss inventors and know what they invented.		
4. Write a paper telling when you would rather live, now or in pioneer times. Give reasons for your choice.		

OBJECTIVE: To assist the class to see how strongly peer group and social values influence our judgment of others. Also, to help children analyze ways to discover the strengths and weaknesses.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. In a democracy, we must help people realize not only is there freedom of choice, but that each person has the responsibility of preparing himself for the things he can do best and will enjoy.		
2. Children understand the difference between a democracy and a feudal society if they are helped to contrast life long ago, when they had no choice of vocation to life in the U.S. today when there are many choices.	Lifton, Walter M. What Could I Be? "Long Ago and Far Away" SRA 1960	Write a story on "What Do You Do Best?"
3. A discussion of what caused the Pilgrims to leave Europe. The Declaration of Independence might also be introduced as illustrative of the values by which we live.		
4. Children must have a chance to learn all he can learn about a great many different things.		

OBJECTIVE: To stress to the student the idea of being part of the world.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Awareness of His World (Social Studies)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Environment To have the entire class share in weaving a rug with scraps of material, assist the feeling of belonging, plus the learning of a use for waste materials. A clothing factory and sources of waste scraps; business men/women should encourage the joint effort in alleviating pollution.		
2. International Market Utilize materials learned from pen pals as well as encyclopedia. Try to find an item from another country for which our country trades (spices, rubber, silk cloth, caviar). Utilize small groups working together to set up stalls as in an Open Market setting; try to be as representative of other countries as possible. Show the interdependency, the necessary cooperation of countries in this world. (Barter for or purchase an item from another country; send any profits to UNICEF.)		
3. Tape Recorder Each child can write his feelings and then record his thoughts: "These things in the world give me unpleasant feelings."		
4. Group Mural Try to utilize taped comments; have all children contribute to both pleasant/unpleasant things in the world. When the mural is done, play the recorded message with the pictorial expression.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
5. Imagination You are from the planet "Zonk"; you've never seen such strange creatures or things as are on this planet, Earth. What do you think about these strange Earth creatures? How do they treat each other? How do you feel about Earthlings?		
6. People from other countries Showing feelings through MASKS. Try to gather material on the use of/meaning of masks which people may use for various customs. Each student can make his mask (coordinate this activity with art teacher) and tell its purpose at the project's conclusion. (Do we sometimes hide our real feelings behind make-believe masks?)		
7. Pen Pals from other countries Providing class time once per month to write to a child in another country stimulates awareness of other cultures. Students should be encouraged to share unusual, interesting experiences.		
8. Group Mural Show the flag and any other special activities of the country in which your pen pal lives. Plan a walk to look for rocks which may have a "special look" or could be a creative outlet or hobby for children; use of leisure time, as well as seeing the beauty of the world are the joint objectives.		
9. Environment and People The physical elements of the world affect people's living. Show how these things cause people to live differently:		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. temperature 2. rainfall 3. flat land 4. mountainous 5. bodies of water nearby Either illustrate the differences pictorially with colored chalk or construct a model/s of a community affected by temperature (desert nomads, Eskimos, tropical); by rainfall (rainforest vs. temperature zones); by mountains (Swiss Alps, Appalachia, Rocky Mountain areas); by water (communities near the Great Lakes, Port City in Spain, the country of Japan)		
10. As a class, contribute time/effort to plant trees in shopping areas, flowers in donwtown areas--could be a cooperative venture with business community.		
11. Other Parts of the World We cannot understand people unless we know something about them and their environment. Try to learn about a custom people in another country observe. Why did that custom begin? How do the people in that country feel about their custom? How do I feel about those people and their custom?		
12. Music Music is happy, sad, frightening and angry in its sounds. (Get ideas from the music teacher regarding these moods and music which conveys the feelings.) Also, devote a period to sounds of music which the class enjoys--records can be brought from home to share at school. The teacher should share a record she enjoys telling why.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
13. People in our world To correspond with the study of customs, explore music and dances (folkdance forms) special for social groups and for that country's national holidays. Costumes, customs and music from other countries could assist the pupil's awareness of people in our world. Utilize community resource people.		
14. Environment As a class, collect cans and glass used only by your family for one month--six weeks. Plan your taking it to a recycling center: who has a truck how do we load it onto a truck, how did you feel about the whole project? Is this a good way to show that we care for the future generations? Have other people helped in other ways? Does pollution control need more than one person doing something?		
15. Tape Recorder Think carefully of your walk to school this morning. Tell us--one at a time--what you saw that made you: A. feel happy B. feel sad Listen to the voices after recording. What does your own voice sound like to you?		
16. Sounds Go outside. Tape the sounds that you hear near the school, in the neighborhoods, perhaps nearer a commercial area. Bring your results to share in classroom. (This could be done in pairs or in small groups.)		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
17. Environmental What if: A. I had no nose ___________ B. I could not feel things when I touched them ___________ C. I could not see ___________ D. I could not hear ___________ E. I could not taste ___________		
18. Art Construction From trash-to-treasure project; show how something which was thrown away can be made into something lovely or useful. How do you feel about your idea? Have binoculars in the room; encourage their use. Let children explore how to adjust the lens; learning how to use them is as much of a learning experience as is actually viewing sights through binoculars.		
19. Seasons Dramatize the movement of the earth-sun and the relationship of the seasons. Art work: show yourself on a fall-winter-spring-summer day.		
20. Environment Role play the ways we can improve our world via tackling pollution even in "small ways" which benefit others. A. Genuine effort to keep litter picked up. B. Helping others be aware of litter. C. Writing letters to officials when pollution occurs in rivers, refuse dumps . . . pet pollution		

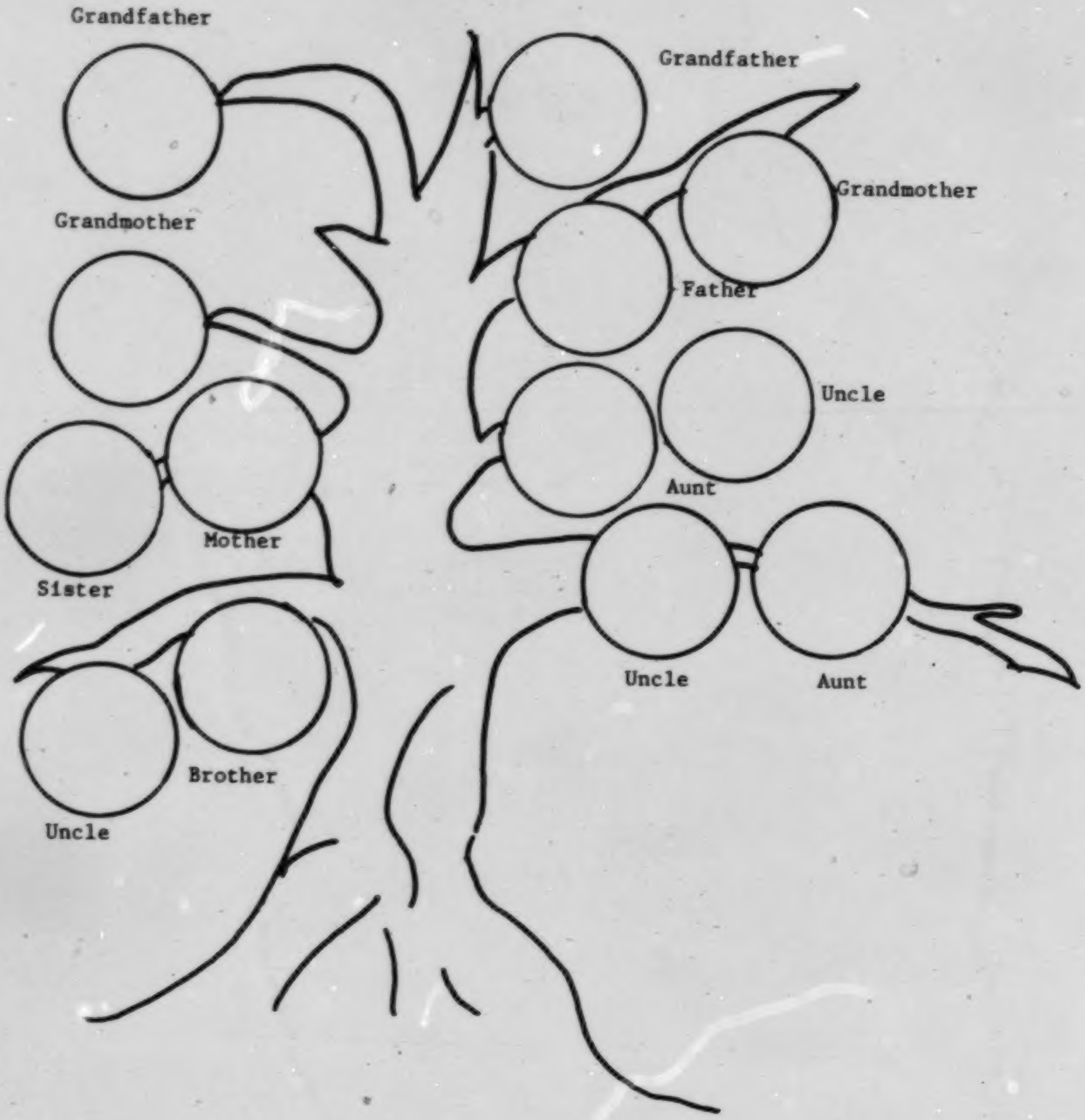
CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
21. Posters Make and display environmental posters--display in hallways of schools or in merchant's display windows in shopping areas.		
22. Food Fair To acquaint each child with foods from other countries, divide into groups of 4-5. Select a country and prepare one dish characteristic of the country. Utilize school kitchen in process. Prepare and sample the foods as a class. This activity affects the physical senses: taste, smell, sight, touch, and even hearing (foods sizzling, people munching) as well as social, emotional, and mental domains of children.		

OBJECTIVE: To learn the importance and dignity of work areas to become a worthwhile citizen.

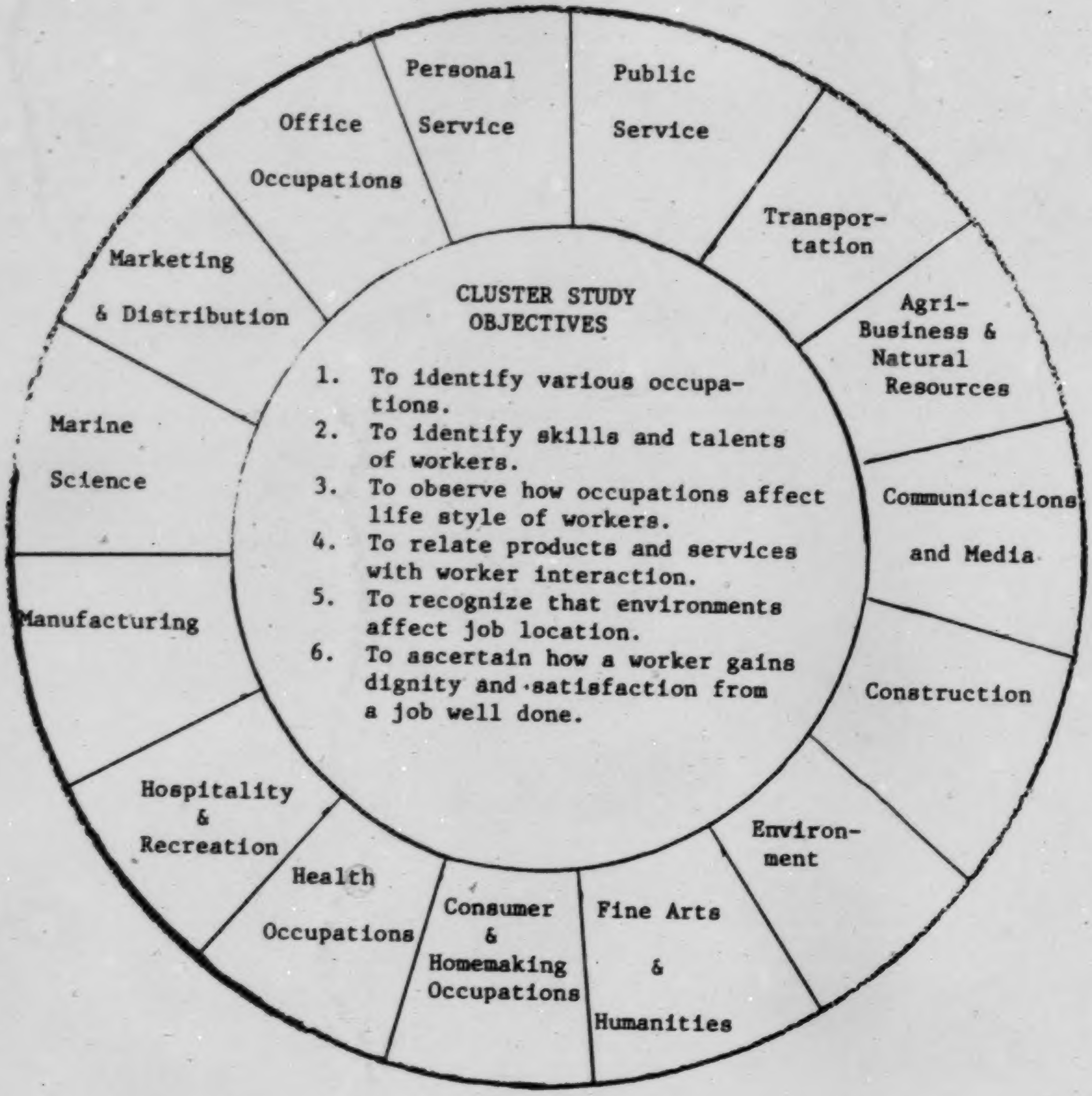
GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies Awareness of Careers to Job Clusters

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
JOB TREE		
1. My Family Job Tree--Individual Distribute a copy of this paper to students. The students should take these sheets for parents' help. Use with caution.	Ditto sheets of Job Tree Magazines for pictures	To expose the student and class to a large number of workers. Also make them aware of the many occupations in different work areas or what is involved or job opportunities in areas. Also make them aware to appreciate the insignificant or unappreciated jobs.
2. Class Job Tree (Bulletin Board) From the individual family job trees, display as many different occupations as you can. The trees should be modified for your particular group.	15 Job Clusters-- Personal Services - Careers which supply specific services that are purchased or obtained to fulfill a particular need or desire of a person. Health Services - Careers related to the determination of health problems Construction - Careers related to building which create a product Manufacturing Transportation Agri-Business & Natural Resources, Public Service Environment Hospitality & Recreation Fine Arts & Humanities Communications & Media Marketing & Distribution Marine Science Business Office Consumer & Homemaking Education	
3. Job Cluster Tree (Booklets & Bulletin Board) This job cluster tree may be used as individual for booklets. Booklet should include the 15 job clusters. Bulletin Board--Job Cluster Tree of the month or two months. (15 job clusters) The students could then prepare a written or oral report on "If I Were in the ________ Industry, I Would Want To Be A __________." The students would be comparing the nature of the job to their concept of themselves as workers.		
4. Study from the Job Cluster Tree the possibilities and processes of shifting from one job speciality to another or "Working up" in your job area. A newspaper reporter may become an editor. Are there some jobs with more advancement possibilities than others. Are there reasons for not wishing to "work up?" What are some of the kinds of prerequisites for such moves?		

My Family Job Tree


Grandfather
Grandfather
Grandmother
Grandmother
Father
Uncle
Aunt
Mother
Sister
Uncle
Aunt
Brother
Uncle

JOB CLUSTERS


Personal Service
Public Service
Transportation
Agri-Business & Natural Resources
Communications and Media
Construction
Environment
Fine Arts & Humanities
Consumer & Homemaking Occupations
Health Occupations
Hospitality & Recreation
Manufacturing
Marine Science
Marketing & Distribution
Office Occupations

CLUSTER STUDY OBJECTIVES

1. To identify various occupations.
2. To identify skills and talents of workers.
3. To observe how occupations affect life style of workers.
4. To relate products and services with worker interaction.
5. To recognize that environments affect job location.
6. To ascertain how a worker gains dignity and satisfaction from a job well done.

OBJECTIVE: To create experience related to life goals and careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies - Awareness of Careers

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Career of the Week 1. At least once a week during social studies, devote a period of time to discussion about a designated career for that week. 2. Class members may bring in related pictures or any information related to that career. A bulletin board design should be made each week pertaining to the career. 3. Further research about the career should be encouraged. 4. It would be helpful to post a list for the year of careers that would be explored so that students and teachers could save any materials they might find corresponding to a certain career. The students should be asked for careers they would like to learn about during the year. 5. The teacher could ask for volunteers or make assignments so that each student would make at least one report to be presented to the class about a career. 6. Resource people in the community could be invited to speak to the class when they could be obtained for a certain career. Field trips could be taken at times to places dealing with the career of the week.	Bulletin board Newspapers Magazines Encyclopedias, etc. Resource people in the community	Students would get an opportunity to become acquainted with many careers in a broad manner on a regular basis. By discussing some career at least once a week, students would be much more career conscious.

OBJECTIVE: To learn the importance of work in becoming a worthwhile citizen.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have students make a notebook on various occupations in the community using pictures and short reports.	Magazines, newspapers, paper	Students will have a better understanding of occupations as they related them to him.
2. Have students find out: 1. What kind of work their mother does. 2. What kind of work their father does. 3. What skills are needed for mother's and father's jobs.	Popeye series, King Features, Career Awareness Program	

OBJECTIVE: To explore careers in the student's own community.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
List the jobs that you think are important in your community.		List the jobs that you think are important in your community.

OBJECTIVE: To learn the importance of responsibility and dignity of work.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies - Community Jobs

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Brain Stormer 1. Have students draw from a box the name of an occupation. (Teacher prepares box with slips of paper on which is the name of an occupation.) 2. Student will tell all he can about that particular occupation and give a report either oral or written to the class.	Slips of paper Shoe box	The students will identify various occupations and understand how each is beneficial to him.

OBJECTIVE: To learn the language of different occupations.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have a group discussion which should include career possibilities and terminology. After discussion, divide students into groups with a "secretary" for each group. Give them a specific topic for their group for each session. 1. What are some of the many occupations? Each group make a list of as many occupational names as possible. Post the completed lists on the bulletin board. Ask them to find out about more jobs to be added to their lists. Ask students to gather information from newspapers, magazines, etc., for their group to use the next session. 2. Have groups cut out as many pictures of workers as they can find in old magazines and newspapers. Place some on bulletin board and compile others plus original drawings into a career collage. (This could be done as a group or individually.) 3. What do certain job holders do? Have students use the dictionary to look up different job names--veterinarian, machinist, pediatrist, chemist, special agent, plus ones on their lists--and have them write the definition of each job. A game could be made with the results of this session.	Newspapers, magazines Dictionaries Large paper for collage Resource people from community World Book Reference books	Students will be aware of wide variety of jobs. Students will be aware of differenct activities of different job holders. Students will be aware of different training and educational requirements for different jobs. Students will realize feelings of different workers in different jobs.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Some questions could be: Which worker works with metal? Who works with chemicals? Who helps on an airplane? Who helps a sick turtle? Students could make question cards for the game.		
4. Put jobholders in categories of goods and services. Talk about differences. Discuss parents' jobs and whether they deal in goods or services. List examples of workers who deal in both goods and services.		
5. What are some specific characteristics of certain jobs? Explore some particular characteristics of different jobs. Develop a characteristic table.		
6. What training is needed for certain jobs? Make a class checklist. Put jobs into the class has been exploring in one cloumn. Across the top, write the headings: elementary school, high school, on-the-job training, college. Help students put a check mark in the appropriate heading. Discuss reasons for differences and why jobs require special education.		
7. What do workers say about their jobs? Students arrange interviews with parents, friends, relatives, etc., in various jobs and report results of interviews to class. Invite parents, etc., of different jobs to come to the classroom if possible.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
8. Which jobs do I like? Are there any jobs I don't like? Students should have enough information to make some personal judgment of some jobs.		
9. Use information gathered and develop a dictionary of careers and a booklet of careers for the class to use as a resource. Students could also develop games to be used with the information they've gathered.		

OBJECTIVE: To be aware that many different jobs are necessary for a finished product. Regardless of your job, it is necessary to do your best.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Career Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Resource persons--workers in specific jobs who would explain or demonstrate their work.		
2. List ten possible jobs utilizing the physical attributes, ten jobs utilizing intellectual attributes. Make a chart comparing those choices listed above and try to identify five that seem to cluster around your attributes or abilities.		
3. Discuss unusual occupations.		
4. Discuss concept that geographical location sometimes determines the types of jobs found there as correlates with social studies.		Develop the concept that some people produce goods; some people produce services.
5. Make an illustrated book report to be displayed "Different Worlds and Cultures."		
6. Given a list of twenty careers arrange in alphabetical order.		
7. Draw names of occupations from a container containing a wide variety of occupations. The child then goes to a map and shows where this job could be performed. He must also explain why this area in particular.		

OBJECTIVE: To develop awareness of the dignity of work.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Career Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Conduct a survey asking for reasons why people work.		
2. Survey and graph results/answers to above questions. "Why are you working?" (i.e., 35 people say money, 16 say like to . . .)		
3. "Why do people work?" Filmstrips		
4. Students work in small groups to rank the order of job titles according to amount of training required. Compare the groups.		
5. Role play a skit that depicts several workers.		
6. Invite a school maintenance worker, secretary or other school personnel to explain their jobs and the worth of their jobs.		Student will become aware of the dignity of all work as well as the necessity.
7. Discussion or essay, "Do you think work is important?" "Why or why not?" "Are all or only some kinds of work important?" Explain: "Is work necessary?" "Why or why not?" "How important is it to do your best?"		
8. Given a simulated situation, the students will role play members of two different types of careers to show how they could contribute to society.		

OBJECTIVE: To illustrate the interdependency of careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Career Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Students participate in newspaper unit--include workers involved from gathering news, printing to delivery on the doorstep.		
2. Role play a skit that depicts several workers discussing what they like about their job. Assigning work roles to the children in relation to their interests. Have the children explain to the other children why their work is important and how other workers depend on them.		
3. Work task--Assembly line vs. handmade airplanes. Set up two groups of volunteers (rest of class can be observer). One group builds folded airplanes individually by hand. The other group sets up an assembly line in which each child folds only a part of one airplane. Discuss the merit of assembly line and hand work; the quality, individuality and how students felt while doing their tasks.		Student will become aware of the interdependency of all work.
4. Trace the development of an invention. Explain how inventions create jobs and help society.		
5. Watch sport activity and discuss team cooperation involved in all sports.		
6. Discuss common situations involving breakdown of cooperation between students and their friends.		
7. Make bulletin board depicting a career and show how other career are related. Use job clusters.		

OBJECTIVE: To become aware of community job opportunities

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies - Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Talk about occupations that directly influence your home and family. Make a list of these people--mailman, electrician, gas man, telephone repairman, grocer, milkman, veterinarian, etc. Each student could select one occupation to give a report concerning the requirements and duties. This could be done by a committee or individually.	Resource people from the community	Students will be more aware of "neighborhood helpers" and the requirements for their jobs, their duties and responsibilities. They will also be more familiar with the area and occupations and services available.
2. Make a map of the area showing the location of shops, offices, etc., of these occupations and people available for these services. Each committee could make a small map and put them together. Use the information which has been gathered to develop a game. One suggestion is: Make a game board with a spinner. Divide a circle into equal parts and place a number in each section. Students will prepare cards containing statements about occupations and businesses involved in the previous research and reports. The cards will have a number on the reverse side to correspond to the number on the game board. Divide into teams. A team or individual scores a point when the member can do what the card asks him to do. Example: Name the business concern that makes bread. Where do you have prescriptions filled?		

OBJECTIVE: To teach different occupations in a community.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Career Awareness

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Make up questions for a quiz show on occupations. (A list of words identifies a job. What is the job?)		
2. Read through the "Yellow Pages" to seek out the many different types of jobs available in the community.		The students become aware of the jobs available in the community.
3. Group of students will display, on a bulletin board, pictures depicting the workers in a selected career.		
4. Each child will interview a working family member to find out their occupation title, the activities performed, and training required. Reports and comparisons will be made in the classroom.		Through reports the students will gain information about various occupations.
5. The class will construct a notebook depicting the various jobs of the persons interviewed.		
6. Analyze your community and state for occupations for physically handicapped individuals. Attempt to affect change in order to meet needs.		The students will become aware of the limitations of the handicapped persons in relation to occupations.
7. Identify community and state career roles and physical and psychological requirements for those roles. a. List requirements and through interviews, relate ideas to actual physical and psychological limits. b. Place students in the role of a handicapped individual.	Book, About People Who Run Your City, Melmont Pub., Inc. 1963	

OBJECTIVE: To learn the dignity in farm occupations.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Farming)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. "What Do We Plant" and other related poems can be found in TIME FOR POETRY by Arnuthnot.		
2. Class discussions centered around occupations related to farming, meat processing, grocery stores, workers in grain elevators, farm machinery salesmen and many others.	PZ9 .W63 Co. Come to Work With Us	
3. Play guessing games about farming.		
4. Discuss how grocery prices are dependent on many factors including the fact that a bad year for the farmer may make food prices higher.		The students will be able to orally choose one type of farm and as a class follow through with its product as it travels from farm to consumer, emphasizing the occupations and persons involved in the process.
5. Posters on steps in occupations involved in processing one food. Example: Corn from grain planted to corn flake or from the pig on the farm to the ham on the table at dinner.		
6. Build a model of a farm using boxes for buildings and minature animals and farm machinery.		

OBJECTIVE: To learn the part a carpenter plays in our careers in every day life.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Build buildings out of clay or wood. Home Schools Store for grocery store in math unit	Wooden pieces or clay. Builder kits from library Have a carpenter visit	The student will learn the jobs of the carpenter and his values in society.

OBJECTIVE: To develop an understanding of community and national affairs through news media.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. The students will listen to news on various radio stations.	Radio	Through listening to newscasts, the student is aware of community and national affairs.
2. Invite a disc jockey to speak to the class about his job as a newsman.	Disc Jockey	
3. A field trip to a local radio station to see how news is actually obtained.		The student is able to realize many other career opportunities through the news media.
4. The student will make up a news article.		

OBJECTIVE: For child to be aware of careers in sports areas.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Professional Sports)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Show the filmstrip about sports.	GV "Careers in Baseball" 867, D38 GV "Careers in Football" 950.7, E39 GV "Careers in Hockey" 846.25, .R39	
2. Discuss with the children some of the traits and qualities necessary for a career in the sports field. Discuss the occupations of those who are not involved in the actual playing such as: referees, managers, umpires, owners, etc.		
3. The children could make reports on prominent people in the sports field.	Encyclopedias and other reference books.	
4. Read books related to the sports field.	Suggested titles: The Missing Mitt, Chandler How Basketball Began, Henderson Bats and Balls, Lord	
5. Ask the children to view a professional football, basketball, or baseball game on TV. Discuss team cooperation involved in all sports. Discuss the importance of cooperation in all occupations.		
6. Read a story about Roger Bannister.	Childcraft, Vol. XII, "The Four-Minute Mile," on pp. 44-49.	
7. Read about signals in sports and sports settings.	Childcraft, Vol XI, pp. 100-101, 230-231.	

OBJECTIVE: To be aware of careers in textile industry.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Textile and Garment Industry)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have students draw designs for clothes. Make certain they consider the materials to be used for each garment. Fashions change with the time. Have students research some interesting fashions in clothes.	Books: The Hundred Dresses, Estes Cotton in My Sack, Lenski Using Miracle Fabrics, Ellsworth	
2. Assign a group to collect information about modern clothes designers. How much formal education they have, what fashion houses they work for and what salaries they make.		The child will demonstrate orally a knowledge of two occupations involved with clothes designing.
3. Do a weaving project. Make a mural with figures that can be dressed. Students make and glue clothing to figures. Use scraps of many kinds of materials.	KT CES Job Experience Kit	List 2 reasons that clothes designing is a necessary career.

OBJECTIVE: To stress the idea of clothing as an occupation.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Class discussion on clothing. Make some clothing chains to show process from growth to finished product such as grass, sheep, wool, shearing, fleece made into yarn, weaving, dyeing, sewing, finished product, store and home weaving.	Various types of fabrics Resource people from your community Films depicting assembly line production	The student shall be able to contrast the making of clothing today with that of pioneer time.
2. View film depicting assembly line production. List and discuss ways child can do something at home on a small scale similar to large factores--weaving. Role play steps a pioneer followed in making cloth--shearing sheep, washing wool, combing and twisting wool into yard on a spinning wheel and weaving cloth on big loom--cloth cut and sewed--prepare a sequence activity involving these steps point out that early people wore animal skins.		The student shall be able to discuss how division of labor helps get a job done faster and better at home, at school, and in the neighborhood.

OBJECTIVE: To learn different aspects of the teaching field

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (School related occupations)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Use any of the stories listed under the reading textbook in which a school classroom is the setting to initiate discussion about the teaching profession.	Reading textbooks listed under specific area of the curriculum.	
2. To initiate discussion of the teaching profession, use the notes in the teacher's edition concerning seasonal occupations.	Exploring Regions Near and Far, Teacher's Edition, p. 12	
3. Use reference books to find information about the teaching profession. Any encyclopedia would be a good source. One is listed.	World Book Encyclopedia, Vol. T, No. 18, pp. 55-58	
4. Discuss some of the qualities necessary for one to be a good teacher. The qualities discussed could include intelligence, patience, understanding, etc.		
5. Give the students who show an interest in the teaching profession an opportunity to plan, study, and teach a lesson for the class. Videotape the children teaching the lesson and show the class.	Videotape equipment Contact the supervisor of the videotape equipment.	
6. Discuss some of the areas within the teaching profession. A partial list could include: elementary teacher secondary teacher principal superintendent supervisor special teachers		
7. Play the game "My Job Is Important." Let a child choose one occupation and give clues to the occupation by relating the important aspects of that particular job.		

OBJECTIVE: To develop awareness of how current occupations may change and especially during their lifetime they may have to change occupations.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (How occupations change)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Write individual stories about what each child thinks he would be doing if he lived in: colonial times westward movement Civil War times era of the 1940's present time future--20 years or year 2000	Filmstrip--"Life in Colonial Times" etc.	Student will have a better understanding of jobs of others in other times.

OBJECTIVE: To develop awareness of what individual qualities mass production requires.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (Awareness of Careers attached to finished product)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Take a manufactured article. Trace the process involved in the finished product from the raw material. Make a poster to show all the people involved to get finished product to you. Example: piece of jewelry, corn flakes, car, chair	Magazines Newspapers	Students will have a better understanding of the jobs involved in mass production.

OBJECTIVE: To provide experiences that relate to life goals and occupations.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Law Enforcement)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Take fingerprints of students. Compare and identify types of fingerprints.	ink pads, paper, alcohol	
2. Invite a law officer to visit the classroom. He will take fingerprints of the children and also discuss his job.	Resource person Police Department Sheriff's Department	

OBJECTIVE: To be aware that all occupations have disadvantages as well as advantages.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (On-the-job training trip to a local business such as Mattinglys, Grants, Woolworths or other)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. This activity was actually done by a fifth grade class in Phoenix, Arizona. You may have read about it in the March 1973 issue of Teacher magazine.		
2. Careful and detailed planning with students, store manager, and parents are necessary.		Through class discussion, the students will demonstrate their knowledge of the different careers involved in a retail business.
3. From store manager to salesperson to maintenance manager, they filled every position and got on-the-job training in every department. The store manager was asked to make a list of 28 job titles, one for each member of the class. He started with his job and listed on down. This list was included in a letter to the parents, asking them to help their child make a job selection. If too many students want top jobs, you will have to make assignments that everybody agrees is fair.		Students will write three advantages and three disadvantages to the job they performed at the store.
4. When the class arrived at the store, the manager introduced each child to the person whose job he was to do, and that person showed him the ropes. The students did everything their jobs entailed. They used all the store equipment-PA system, phones, etc., wore store name tags. They sold, marked prices, took orders, served lunch and took coffee breaks. Back at school the children talked about what they liked and disliked about the jobs they had and about how important education is in getting and keeping a job.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
5. The students had worked only two hours, but the experience was invaluable to all concerned. The store employees were surprised and pleased about how much help 10 year olds can be.		
6. Be sure to arrange for local TV or newspaper coverage, the store will love it, the students and parents will be thrilled.		

OBJECTIVE: To stress the importance of following directions.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Following Directions)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Discuss some of a class's favorite occupations. For example, discuss the problems we would have if airline pilots did not follow directions. 2. Pro-sports people must learn to listen and follow instructions exactly.		The student will become more aware of following directions.

OBJECTIVE: To be aware that certain careers depend upon geographical location.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Through research, compare occupations in different countries relating to resources and occupations. i.e., mining, logging		
2. Trace the development of an invention in the plastic industry, communication, transportation, recreation. Explain how specific inventions created or eliminated jobs and helped society.		
3. Occupations and duties performed can be studied by use of such games as: What's My Line, Password, Charades, College Bowl, and Occupational Bee.		
4. Have student make a list of five jobs he sees or has seen at home, at school, at a shopping center or stores, on vacation or weekend trips, at entertainment or recreational areas. After study of a foreign country, the students can compare lists as they would apply to another country. Duties performed can be included in class discussion.		
5. Research Project: If you were a farmer, a commercial jet pilot, a commercial fisherman, a coal miner, a government worker, an oil field worker. Would you be able to use your occupation in the following countries: Bolivia, Venezuela, Argentina, France, Japan. Would the duties performed by the same as here in the U.S?		To develop the concept that geographical location helps determine kinds of work found therein. Individuals live in a particular area due to the nature of their work.

OBJECTIVE: To develop awareness of the world around him and his part in it.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have each child write a paragraph about what he thinks he would like to do when he is grown up.		The student through self-expression reveals his interests.
2. Each student will list activities that can be work or leisure and name an occupation that would consider that activity work and an occupation that would consider that activity leisure.		
3. Study and discussion of famous Missourians: George Washington Carver, Eugene Field, Mark Twain, James Buchanan, George Caleb Bingham, John J. Pershing, Charles A. Lindberg, Harry S. Truman, Thomas Hart Benton, Omar Bradley, Bess Truman, Edna McGuire, Carri Nation, Rhoda Wooldridge, Marilyn Maye, etc.		Students will become aware of careers that these people pursued to fame.
4. Study and discuss "Recreation in Missouri" Discuss the many varied job opportunities available in a recreation area.	Write the Missouri Tourism Commission for information	
5. Study and discuss Missouri as a farming state. Point out the many vocations afforded in this area.	Filmstrip--"Living in America Today" "The Middle West" Society for Visual Education, Inc.	
6. Role playing--Allow pupils to interview a prospective employee for a summer job at the Lake of the Ozarks.		The students will become aware of the qualities required of a person in the recreational field.
7. Tell two ways jobs in Missouri have changed in the last fifty years.		

OBJECTIVE: To learn accepted behavior in everyday society.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Human Values

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Read story to children titled "I Can't Help It" Discuss words: suggestion, stammered, and pretend. Discuss story and relate to one's own self.	"About Values" Steck-Vaughn Company, Austin, Texas (Teacher's Ed.)	Children realize since no one is perfect, everyone needs to try to improve themselves in some way.
2. Have each child write a paragraph about a person who helped them improve themselves in some way.	"The World of Mankind" Follett	When a person cares about another, he probably will wish to help that person improve.
3. Let each child find something about themselves they wish to improve. Suggest helpful ways to improve. Make routine check and encouragement to see improvement is made.	"Ways to Settle Disputes" (film) Chicago, Coronet Films	By choosing the right words, we can be helpful to those who are trying to improve.
4. Write a paragraph on what an ideal friend should be.		
5. Use Duso Kit characters and have children dramatize helpfulness from own experience or of other experience.	Duso	

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Human Values)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Begin discussion by helping members of the group develop self-awareness. How people are different.	"The World of Mankind" Follett	Student's ability to overcome unfairness and dishonesty.
2. Help children understand the differences between value objects and values as standards of behavior.	"Most Important Person," 16mm, Encyclopedia Britannica	For children to understand values and the influence they have on their life as to dependability, etc. in developing a successful and happy life and career.
3. Have a Trade Fair of objects which children have brought. After trade, discuss why their decision.	"Free To Be You & Me" McGraw-Hill	
4. Discuss why trouble arises when someone cheats.		
5. How honesty and dependability is valuable to career.		
6. Each child lists values and their importance to themselves.		
7. The importances of values to a happy and successful career.		

OBJECTIVE: Developing awareness of occupations in local government.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Discuss our city and county governments. a. different jobs b. what they do c. problems they might have	Books: How Rules and Laws Help Us, How Our Government Helps Us, Basic Understanding Series, Benefic Press	The student shall have experiences that relate to life goals and occupations.
2. Invite mayor in to speak to class with questioning period.	Local newspapers	
3. Field trip to county court house and county jail.	Radio or TV news reports	The student shall further develop understanding of self as an individual in relation to home, school and society.
4. Students plan an election-- a. select candidates b. campaign c. election		

OBJECTIVE: To help each youngster explore an interest area.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (Recreation & Hobbies)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Divide children into work groups based on their interests. Have them search through magazines and newspapers to find illustrations of jobs in their interest areas.		
2. Discuss with the children activities they engage in for fun.		
3. Make a hobby bulletin board. Draw pictures of hobbies or use pictures from magazines.	What Could I Be? "What Do You Like To Do Most?" SRA- 1960, Lifton, Walter M.	Children draw pictures and write assignments to express their feelings and attitudes about what makes a job interesting or fun.

OBJECTIVE: To develop awareness of relationship of hobbies and future job opportunities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Recreation & Hobbies)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Bring hobbies to school and share them with the class. 2. Have people of various vocations visit the classroom. 3. The children may look through the dictionary on occupations and make a list of jobs they are interested in and some of the skills required. 4. Use resource material from "I Want To Be" Tree. 5. Have children do research on the hobby of their choice and share the information with the class.	"I Want To Be" Tree	To help children understand why people learn different jobs. To help children become aware of the different aspects of various jobs. To help children see that hobbies sometimes develop into life time vocations.

OBJECTIVE: To learn about himself in relation to his culture through understanding and experiencing roles.

GRADE LEVEL OR SUBJECT Three AREA OR UNIT OF STUDY Social Studies (Recreation & Hobbies)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Draw pictures of what child and family like to do in free time.	Drawing paper, yarn, liquid pencils. Make into booklets. Filmstrips: "Getting Along at Home" "Who Helps Us Live at Our House" "Some Fathers are Builders" "Just What Do Mothers Do?" "What Else Do Fathers Do?"	
2. Draw a picture of their particular job performed at home.		
3. The thing I least like to do as a home responsibility.		
4. The home responsibility I will do when I grow bigger.		
5. Show pictures of other families experiencing leisure time.	Songs, "Oh, Mama, Hurry" "Lazy Mary" "Rockabye Baby" "Tell Me Your Name" "Please" "Polly Put the Kettle On"	
6. Show pictures of children helping in different capacities for ideas only.	Poems and fingerplays	

OBJECTIVE: To help a child feel a pride in his heritage and that his parents are acceptable whatever their work.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Music)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Help children associate jobs they know with new nicknames for these jobs.		
2. Invite parents into class to talk about their jobs. Take field trips to their parents' work.		
3. Learn about jobs held by family friends.	Lifton, Walter M., What Could I Be?, SRA, 1960 "What Is the Job's Name?"	Do you know what these words mean? saw bones straw boss frog man leatherneck gandy dancer candy butcher cop crooner sand hog pearl diver grease monkey
4. Obtain copies of the Dictionary of Occupational Titles.		
5. Learn songs "I've Been Working on the Railroad" and "Gandy Dancers' Ball."		

OBJECTIVE: To teach language development from smoke signals to present day.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Communication)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Draw a mural showing the growth and inventions from the first language symbol to the space satellite.	World Book or other reference book	Children will become aware of the development of communication. Children will develop a capacity for working together.
2. Make a time line of the development of communication. Smoke signals to television.		Children will develop ability to use reference books.
3. View filmstrips "The Newspaper Reporter" 610-3 "The Broadcast Technician" 610-2 "The Telphone Installers" 610-1	Society for Visual Ed. Inc., Exploring Careers	To make children aware of job function and education and skills and experience needed.
"Advertising Worker" 4502 "Electronic Computer Operator" 4547 "Telephone Operator" 4550 "Radio-TV Repairman" 4580 "Motion Picture Projectionist" 4585 "Telegrapher" 4593 "Telephone Craftsman" 4594 "Lineman Cable Splicer" 4596 "Postal Clerk" 4599	ESP, Inc. American Occupations	

OBJECTIVE: To teach the importance of knowing how to read maps and how map reading is important in a career.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Map Reading)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Teacher explain map of the U.S. Teacher explain map symbols and how to read map. Direction on the map. Read map scale. Identify where live in U.S.	Map of the U.S.	Be able to read and follow routes on maps as needed for travel with career may demand.
2. Have children identify 7 states of U.S.	Maps of state of Missouri and other states	To know the geographic areas of the U.S. for knowledge of natural resources etc., which careers could well demand.
3. Have a paper block. Write names of states on block. Toss to different students and have them locate state on map.	Book of knowledge	
4. Follow highways that run from town to town, learn to read sign and scale for distance.		
5. Children to assembly puzzle maps of the U.S.		
6. Have a "map bee" where children: a. Place words north, south, east and west showing their knowledge of directions of the map. b. Locate mountains, railroad, etc., from knowledge of key symbols.		
7. Children check newspaper for maps and display on bulletin board. Explain value of the map.		
8. Make map of states--two ways. 1 cup salt OR 2 cups sawdust 2 cups flour 1 cup plaster of paris 2 cups water ½ cup wallpaper paste		

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
9. In the unit on the U. S. after learning the states, have several out-of-state maps and let the children plan a trip through them. Their trip should contain some tourist attractions and many industrial cities.	Different state maps (8)	Children shall be able to identify the different states and learn some geographic features and major cities. From this they should be aware of how each city's surroundings affect the industry of that city.
10. Plan this in groups of 6 and have a chairman for each "state" group. The children make reports to class on their trip.		
11. Additional activities on individual states.		
12. Experiences from other countries compared to those in the U.S.	Parents of community patrons who have visited other countries coming to share their experience.	Better community relations. Better understanding of other countries and their workers.

OBJECTIVE: To learn how weather factors influence careers in the work of people around the world.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Weather)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Effect of climate on different areas. People affected: Clothing stores Tourist trade Trucking Fuel used for heating or cooling Crops grown Effect on occupations	Social Studies text Filmstrip: "Weather and Climate" Popular Science Pub. Co., New York	Make children aware of our dependence on weather conditions.
2. Discuss farming in different climatic zones. 3. Study the different climatic areas of world.	Have area farmer tell how much his operations depend on weather. Books: There's Adventure in Meteorology by Neil P. Ruzic, Popular Mechanics Press, Chicago What Happens at a Weather Station? State Fair Community College, Sedalia Missouri	

MISSOURI UNIT

MISSOURI UNIT

NOTE TO THE TEACHER

This unit is composed of lesson plans pertaining to the state of Missouri. The plans which have been developed are not designed to be used in place of your usual plans but in conjunction with the material you ordinarily teach.

Time and other factors have limited the scope of this unit. It is not designed as a complete program in Missouri history. Rather, the plans should serve as examples of things you can do. It is your option to use as many or as few of these as suit your purposes.

You, the classroom teacher, can make this unit complete. In the extra space, write in as many other activities and resources as you think of. Develop your own plans and units and share your ideas with others.

OCCUPATIONS RELATED TO GEOGRAPHICAL LOCATIONS

STATE	CAPITAL	PRODUCTS AND INDUSTRY	LIST A COUPLE OF OCCUPATIONS APPLICABLE TO EACH STATE'S INDUSTRY
ALABAMA	MONTGOMERY	lumbering, iron, steel, livestock, tobacco	
ALASKA	JUNEAU	fish, mining, timber	
ARIZONA	PHOENIX	gold, silver, copper, garden crops, cotton, citrus fruits	
ARKANSAS	LITTLE ROCK	petroleum, lumber, rice, cattle, cotton	
CALIFORNIA	SACRAMENTO	citrus fruits, fish, cotton, lumber, shipping	
COLORADO	DENVER	garden crops, gold, silver, sugar beets, orchards	
CONNECTICUT	HARTFORD	brass articles, clocks, hats, hardware, ship and airplane building	
DELAWARE	DOVER	apples, tomatoes, poultry, dynamite chemical products	
FLORIDA	TALLAHASSEE	oranges, tobacco, lumber, garden crops, canning	
GEORGIA	ATLANTA	peaches, marble, cotton goods, peanuts, lumber	
IDAHO	BOISE	apples, potatoes, wheat, sheep, dairies, minerals, lumber	
ILLINOIS	SPRINGFIELD	corn, steel, meat, soybeans, printing	
INDIANA	INDIANAPOLIS	steel, automobiles, limestone, farming, hogs	
IOWA	DES MOINES	corn, hay, dairy products, hogs, popcorn, breakfast cereal	
KANSAS	TOPEKA	wheat, salt, flour, petroleum and livestock	
KENTUCKY	FRANKFORT	hay, tobacco, corn, coal, horse breeding	
LOUISIANA	BATON ROUGE	rice, cotton, minerals, lumber, sugar cane, chemicals	

STATE	CAPITAL	PRODUCTS AND INDUSTRY	LIST A COUPLE OF OCCUPATIONS APPLICABLE TO EACH STATE'S INDUSTRY
MAINE	AUGUSTA	potatoes, fishing, paper, textiles, ship building	
MARYLAND	ANNAPOLIS	steel, tobacco, clothing, fishing, fruits and vegetables	
MASSACHUSETTS	BOSTON	fish, shoes, dairies cotton, goods, machinery	
MICHIGAN	LANSING	automobiles, cereal, lumber, furniture fruits	
MINNESOTA	ST. PAUL	corn, flour, oats, dairies, iron	
MISSISSIPPI	JACKSON	cotton, lumber, oil, garden crops, fish	
MISSOURI	JEFFERSON CITY	lead, meat, shoes, soybeans, cotton	
MONTANA	HELENA	lead, copper, oil, poultry, wheat	
NEBRASKA	LINCOLN	wheat, meat packing, cattle, pigs, corn	
NEVADA	CARSON CITY	copper, silver, gold, sheep, garden crops	
NEW HAMPSHIRE	CONCORD	dairies, granite, textiles, lumber, hay	
NEW JERSEY	TRENTON	silk goods, chemicals, poultry, gasoline, vegetables	
NEW MEXICO	SANTA FE	wheat, copper, cotton, sheep, cattle	
NEW YORK	ALBANY	clothing, books, dairy products, manufacturing	
NORTH CAROLINA	RALEIGH	tobacco, peanuts, lumber, cotton goods, textile mills	
NORTH DAKOTA	BISMARCK	wheat, dairy products, livestock, rye	
OHIO	COLUMBUS	rubber, clay products, dairy products, machinery	
OKLAHOMA	OKLAHOMA CITY	petroleum, cattle, cotton, wheat, corn	
OREGON	SALEM	orchards, lumber, fish, flour, berries	
PENNSYLVANIA	HARRISBURG	electric machinery, coal, steel, textiles, ship building	

STATE	CAPITAL	PRODUCTS AND INDUSTRY	LIST A COUPLE OF OCCUPATIONS APPLICABLE TO EACH STATE'S INDUSTRY
RHODE ISLAND	PROVIDENCE	silk and cotton goods, garden crops, tools, silverware, machinery	
SOUTH CAROLINA	COLUMBIA	tobacco, corn, hogs, cotton goods, peanuts	
SOUTH DAKOTA	PIERRE	gold, corn, wheat, pigs, meat packing	
TENNESSEE	NASHVILLE	livestock, tobacco, zinc, marble, cotton, chemicals, aluminum	
TEXAS	AUSTIN	sheep, cattle, sorghum, petroleum, cotton	
UTAH	SALT LAKE CITY	copper, lead, coal, uranium, garden crops	
VERMONT	MONTPELIER	maple sugar, paper, marble, slate, dairies, woolen mills	
VIRGINIA	RICHMOND	peanuts, tobacco, coal, ship building, poultry, chemicals	
WASHINGTON	OLYMPIA	wheat, apples, fish, lumber, dairies, aircraft building	
WEST VIRGINIA	CHARLESTON	coal, apples, glass, lumber, chemicals	
WISCONSIN	MADISON	paper, machinery, dairy products, breweries	
WYOMING	CHEYENNE	sheep, sugar beets, petroleum, wheat, cattle, coal	
HAWAII	HONOLULU	sugar, pineapples, cattle, fishing, coffee	

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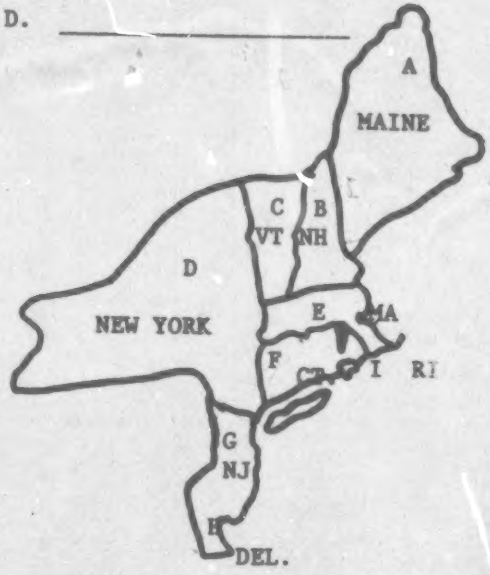
Name each state

A. ____________ B. ____________ C. ____________ D. ____________

E. ____________ F. ____________ G. ____________

H. ____________ I. ____________



Listed below are some of the industries of the Eastern Coast. Can you name at least one job that would need workers as a result of this specific industry? Refer to definitions in this section. EXAMPLE: Citrus Fruits - fruit pickers

1. Dairies ____________
2. Shipping ____________
3. Precision tool factories ____________
4. Airplane construction ____________
5. Ship building ____________
6. Jewelry making ____________
7. Building stone quarries ____________
8. Manufacture of electrical equipment ____________
9. Paper products plants ____________
10. Lumber industries ____________
11. Cotton growing ____________
12. Manufacture of leather goods and shoes ____________

Name each state

A.____________________

B.____________________

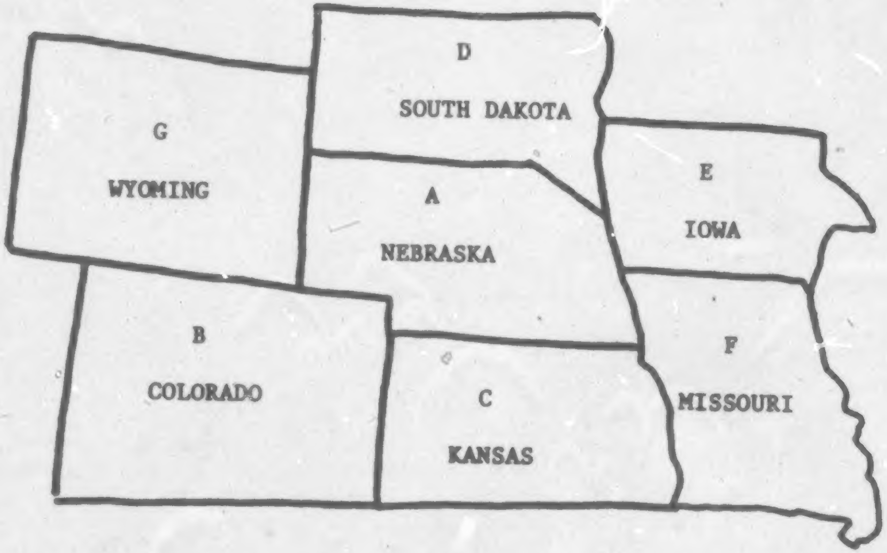
C.____________________

D.____________________

E.____________________

F.____________________

G.____________________


D
SOUTH DAKOTA
G
WYOMING
A
NEBRASKA
E
IOWA
B
COLORADO
C
KANSAS
F
MISSOURI

Which five of the following workers would be most apt to find work in these states? Underline your answer.

auto mechanic
tobacco grower
peanut harvester
miner
lumberjack
farm worker
meat packer
oil driller
salmon fisherman
ship builder

Which of these seven states might hire workers for growing cotton?____________________

Which of these seven states would be most apt to hire people to work in orchards?____________________

Which state would need more workers for factories making popcorn and breakfast cereal?____________________

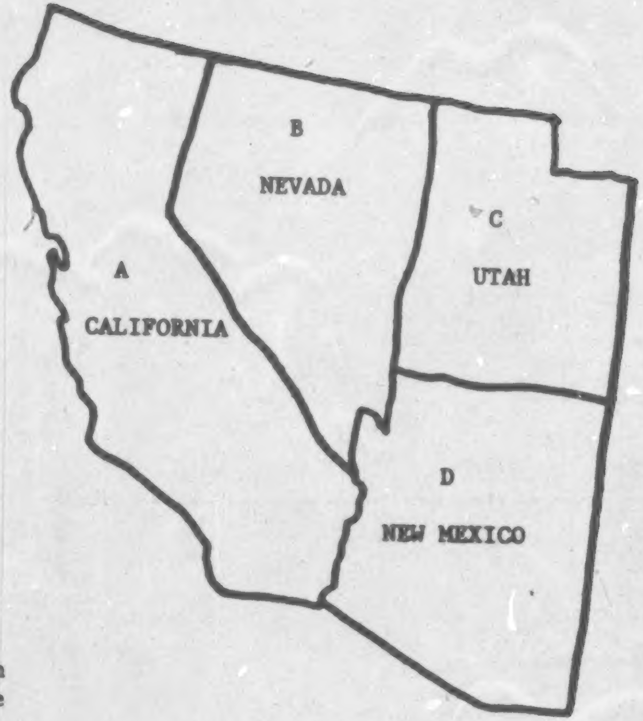
Name each state

A. ______

B. ______

C. ______

D. ______


B
NEVADA
C
UTAH
A
CALIFORNIA
D
NEW MEXICO

For each state, name a worker who would be common there, but rather uncommon in Missouri.

A. ______

B. ______

C. ______

D. ______

Can you name a job which would be common in Missouri but not too common in any of these other states? ______

Name six jobs you would find in all five of the states outlined on this page.

1. ______ 3. ______ 5. ______

2. ______ 4. ______ 6. ______

Name each state

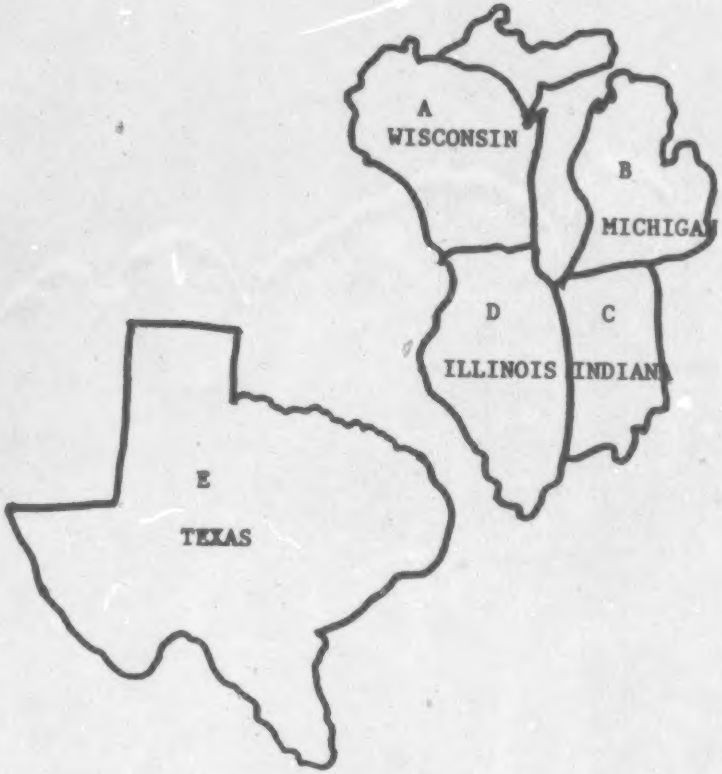
A.____________________ B.____________________

C.____________________ D.____________________

E.____________________

Identify each of the five states by their industrial character. Write in the appropriate state after each description.

1. Minerals, cotton, sorghum, rice, cattle, sheep, citrus fruits, textiles, petroleum________________
2. Dairies, breweries, cheese factories, shipping, paper mills____________________
3. Fresh water fisheries, breakfast food plants, auto factories, furniture______________
4. Soybeans, meat packing, printing plants, grain, steel, coal____________________
5. Grain, fruit, tobacco, coal, farm machinery products, auto and airplane parts, manufacturing, limestone_______________________



Discuss how the jobs available in these states differ from the jobs available in Missouri.

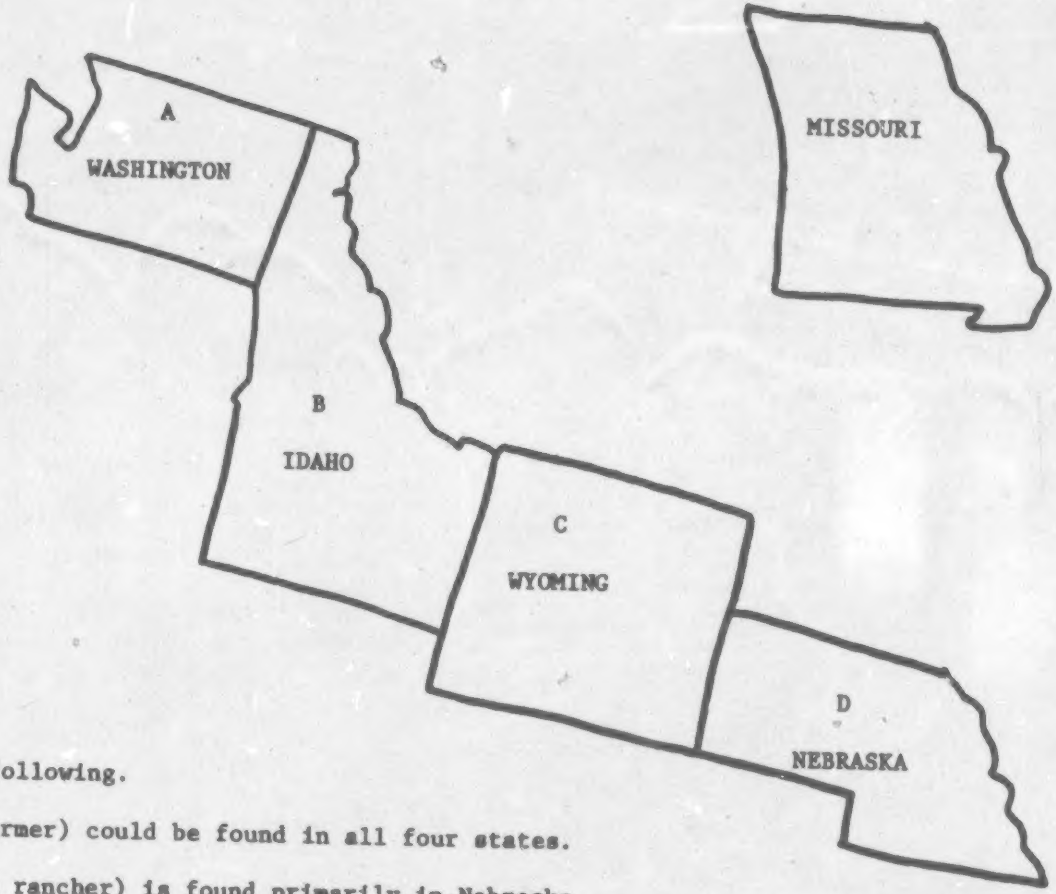
Name each state

A.____________________

B.____________________

C.____________________

D.____________________



In the following people were looking for a job. Which state should they go to? Circle one state for each worker.

1. Lumberjack A B C D
2. Wheat farmer A B C D
3. Fisherman A B C D
4. Rancher (cattle) A B C D
5. Rancher (sheep) A B C D
6. Meat packer A B C D
7. Aircraft designer A B C D
8. Coal miner A B C D
9. Fruit picker A B C D
10. Potato farmer A B C D
11. Truck farmer A B C D
12. Shipyard worker A B C D

Underline the correct answer to the following.

The (lumberjack, coal miner, wheat farmer) could be found in all four states.

The (fruit picker, meat packer, sheep rancher) is found primarily in Nebraska.

The climate in Nebraska is not right for the (aircraft designer, wheat farmer, fruit picker).

Washington is the only state with facilities for the (lumberjack, fisherman, wheat farmer).

Name each state

A.____________________

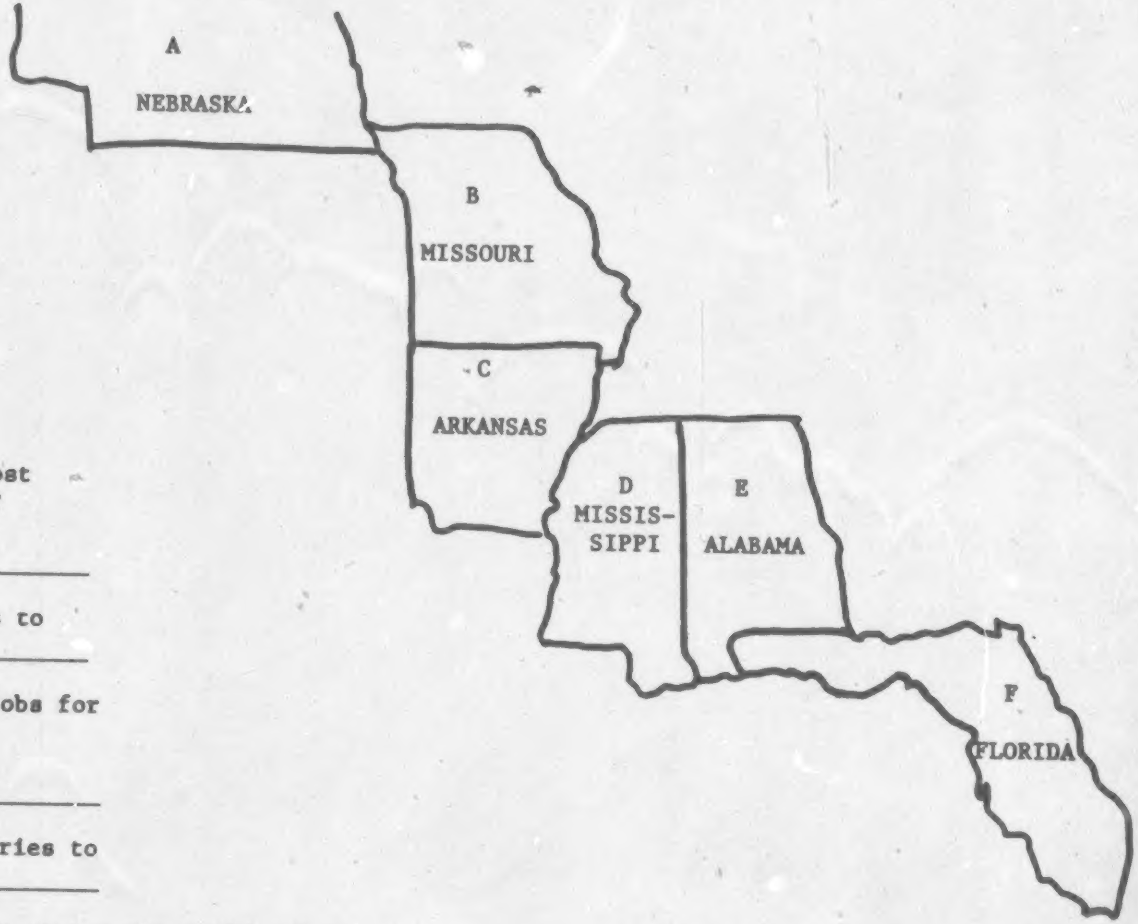
B.____________________

C.____________________

D.____________________

E.____________________

F.____________________


A
NEBRASKA
B
MISSOURI
C
ARKANSAS
D
MISSIS-
SIPPI
E
ALABAMA
F
FLORIDA

Which three states would provide the most jobs for people in the cotton industry?

____________ ____________ ____________

Which state would need the most workers to help with the tourist trade?____________

Which four states would have the most jobs for workers in the lumber industry?

__________ __________ __________ __________

Which state would need workers in factories to can and freeze citrus fruits?____________

Can you list five workers from the other states who would not be common in Missouri?

__________ __________ __________ __________ __________

STUDY QUESTIONS

1. Who were the original inhabitants of our county?
2. Do their descendants still live in the county?
3. If your answer is no, where do the descendants live now?
4. Did the original inhabitants occupy a particular area in our country?
5. What did the original people eat?
6. What did the people use for shelter?
7. What evidence of their having lived in our county still remains?
8. What trails or routes that were established are still followed today?
9. What means of transportation did they use?
10. What things did they have that no longer exist?
11. Name one or more of the original inhabitants and tell what you know about them.

REPORTS ON MISSOURI

Write short reports on:

a. De Soto
b. La Salle
c. Joliet and Marquette
d. Auguste and Francis Choutaau
e. Daniel Boone
f. Jim Bridger
g. Lewis and Clark
h. Kit Carson
i. Sacajawea

Find and label pictures of things the Indians used. (May be drawn)

Copy Indian poem

Write about the mineral "lead." Tell where it is found in Missouri and what uses are made of it.

Draw pictures showing the French type log cabin and the American log cabin.

Write a report on the beaver and the white tailed deer.

Draw a scene showing the beaver and his activities.

Pretend you are a pioneer. Write a letter to someone telling them what you have been doing.

Pretend you are a Pony Express Rider. Write a story of your ride from St. Joseph to your relief station and any events that happened along the way.

Write about "salt." Tell where it is found in Missouri, where it is found elsewhere in the U.S. and how it is used. How did Saline County get its name?

CHAPTER II

Write a report on the city of St. Louis
a. Tell about its early days and how it is today.
b. Tell about famous people who came from St. Louis.
c. Find pictures of places in St. Louis and/or the famous people.

Write a report on New Madrid, MO and the earthquake.

MISSOURI IDEAS

1. Missouri famous people (children dress up as characters, study up on, questioned, age, life, activities)
2. Mark Twain--other important Missourians (ghosts) Screen down, microphone behind, show pictures, ghost tells information, may question ghost.
3. Daniel Boone, puppet. Children interview.
4. Kit Carson, creative, be Carson's horse.
5. Mark Twain, children read Tom Sawyer, dress like him. Try to interest people in reading book.
6. Diahormas or floats
7. Truman, mount pictures of library
8. Lindberg, creative writing, interview Lindberg after flight, draw "Spirit of St. Louis."
9. Eugene Field, Choral reading--"The Duel." Draw pictures of calico cat, gingham dog.
10. George W. Carver--chart uses of peanut
11. Read: Ann Claire Dorky, Skip Come a Lou
    Rhoda Woolridge, Hannah's Brave Year
    Hannah's House
    That's Away Joshuway
    Jim, The Wooden Dog

Copy the Morse Code. Write a short message using the code.

Write a report on Jefferson City. Tell about the capital building.

Write a short summary of what the following towns are noted for.

a. Ste. Genevieve
b. Hannibal
c. Sedalia
d. Kirksville
e. Columbia
f. St. Charles
g. Kansas City
h. Joplin
i. St. Joseph
j. Camdenton
k. Springfield
l. Excelsior Springs
m. Carthage
n. Boonville
o. Cape Girardeau

Write a report on "How I can be a good citizen of Missouri, my country, and my home."

STUDY QUESTIONS

1. A constitution is a set of rules which grants us certain rights and helps to guide our leaders in making laws for running our government. Does your state have a constitution?

2. When was it adopted?

3. In each state, there is a building known as the State Capital. In this building, the lawmaking body of the state meets and many state offices are located there. Has your capital always been in the same city?

4. Name the other cities and the dates that were the capital of the state.

5. Draw a picture of your State Capital or paste a small picture of it below.

6. Describe the building and some details about it. When was it constructed? Of what is it made? Does it house all the state officers?

7. Give the name of your state representative and state senator from your district.

1. What is the motto of your state?

2. What is your state song?

3. What is your state flower?

4. What is your state bird?

5. What is your state tree?

6. What is your state's popular name or nickname?

7. Draw pictures of your state flower, bird, and tree.

1. Describe your state flag.

2. Draw your flag and label the colors or color the flag.

3. Describe the two sides of your state seal. What words are on it? What do they mean? In what language is it written?

"Missouri--A Living Portrait"

In production for more than a year, "Missouri--A Living Portrait," the full color and sound, 16mm film, which runs twenty-seven minutes and thirty-five seconds and is 993' long, points up the recreational, cultural and historical aspects of the "Show-Me" state. An informative prologue by Missouri's famous painter, Thomas Hart Benton, sets the stage for the rapidly paced movie.

Table Rock, Bull Shoals and many of the newer recreational areas of Missouri were visited by the cameramen, in addition to the well established resort regions. All sports activities, including fishing, hunting, boating, swimming, golfing and many others, were depicted. Historical shrines, centers of culture and education, beautiful city parks, art museums and zoological gardens came in for a share.

Mainly, though, the film conveys in delightful color an appreciation of Missouri's unequaled natural beauty. Among the many scenes, the viewer is transported into the Big Springs area for a trip in a jon boat down sparkling Current River, guides take him through some of the many interesting caverns and the rugged Ozark terrain is seen transformed into a fairyland of brilliant fall colors.

Prints of the new motion picture will be circulated throughout the United States and to foreign countries, for the purpose of displaying Missouri's outstanding recreational advantages. Industrial establishments, civic groups and service organizations may book the movie for free showing by writing the Missouri Tourism Commission, 308 E. High Street, P.O. Box 1055, Jefferson City, MO 65101.

"Something for Everybody"

"Something for Everybody" is a ten-minute, 16mm, color, sound, motion picture, displaying the scenic and recreational attributes of the state of Missouri. Convering the spring, summer and fall seasons, the movie takes the viewer through the colorful Ozark recreational areas where all sports activities can be indulged. Boating, fishing, swimming, horseback riding, and camping are featured. Also, interspersed, are trips to historical and cultural centers of the state.

Sequences are shown of the famous Forest Park "Chimp Show" and other animal acts staged free at the St. Louis Zoo. Mark Twain's boyhood home and museum, at Hannibal, are visited, along with trips into some of Missouri's many scenic caverns. Considerable footage is devoted to the beautiful flowers and fall colors to be found in the "Show-Me" state.

The film was made by the Calvin Company of Kansas City, MO, for the State of Missouri, Division of Commerce and Industrial, Development, Jefferson City, MO.

Missouri Department of Conservation
Jefferson City, MO 65101

FILM LOAN SERVICE

The Conservation Department maintains a library of motion pictures available to conservation organizations, schools, service clubs and other groups. There is no rental charge to exhibitors within Missouri. Films cannot be supplied for out-of-state showings.

Films are booked on a first-come, first-serve basis. ORDER FILMS AT LEAST FOUR WEEKS IN ADVANCE OF YOUR SHOWING DATE--giving first, second and third choice of title or show date. When ordering, specify exact date film is to be used, type of meeting and group sponsoring show. A request for a series of seasonal showings must be sent to us several months in advance of earliest showing date.

All films must be returned promptly after showing by "Special Handling" parcel post. Borrowers who do not return films promptly will be placed on a restricted list for future film borrowing. When films are past due from a borrower--no more films may be loaned, even though previously booked. Mark film parcel "Library Materials" to take advantage of special postal rate.

CAUTION: A 16mm sound print can be projected only in 16mm sound projectors. To avoid scratching or marking the film do not tighten or cinch film on reel when rewinding. Please rewind film and return on the department's reel. Damage to films through projection errors or careless handling is chargeable to the exhibitor.

16mm SOUND FILMS
Color--unless marked B & W

A 20-YEAR LOOK--20 min.
This color film, made entirely in Missouri, is a tale of a native Missourian who returns to his boyhood home in the hills after a 20-year absence. He visits old friends and neighbors and finds that a great many of them are hard at work improving their farms and woodlands and generally making the Ozarks a finer place to live. It is a story of fire prevention and woodland management told in terms of people. (MCC & USFS)

BETTER POND FISHING---20 min.
Good fishing--a result of proper pond management--is graphically shown in this film. The film compares fishing results in a cattle-tramped, vegetation-choked, silted pond with those in a multi-purpose pond. Also shown are the "tools"--pole, fly fishing and bait casting--for harvesting the annual crop of these aquatic pastures. General interest--instructive to pond owners and interesting to fishermen.

BOBWHITE THROUGH THE YEAR--48 min.
The central theme of this famed film is quail's dependence upon man's use of the land; the role of food, cover, weather, predation including hunting and all other ecological factors beginning with spring nesting season and following the birds through summer, fall, winter and back to spring. (MCC)

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BIRDS OF THE COUNTRYSIDE--12 min.
The indigo bunting, eastern kingbird, marsh hawk, sparrow hawk, night hawk, mourning dover, meadowlark, and killdeer--birds which make their homes in the country--are seen in their nesting places. The markings and plumage of the birds, what they eat, and how they care for their young are observed. Emphasis is placed upon the value of these birds to man. (EBF)

COMMON ANIMALS OF THE WOODS (B & W)--12 min.
A classroom film showing some of the habits of the squirrel, rabbit, raccoon, porcupine, otter, mink, beaver, oppossum, skunk and groundhog--all of which are found in Missouri except the porcupine. (Enc. Britt. Film)

COMMUNITY LAKE---27 min.
Tells the story of a special kind of lake--a community lake, developed in partnership between the Conservation Commission and the citizens of a community. The movie shows how a community lake starts with the interest of local people in having such a recreation center nearby and how the department and the community each carry out their functions as established under the Community Lake Program to make the dream a reality. This film not only explains a unique program that has brought high quality sport to many neighborhood back doors, but is highly informative and entertaining. (MCC)

CONSERVATION OF NATURAL RESOURCES (B & W)-------------------------------12 min.
Shows results of waste and the effects of wind and water erosion. Attention is focused on aesthetic and recreational values. (EBF)

COTTONTAIL--53 min.
Depicts the rabbit as a link in nature's chain of life, a creature preyed upon by almost every meat-eater, including man and his pets. The camera follows a rabbit family through the seasons; resulting in one of the greatest studies in ecology ever made. Rabbits are portrayed in company with other creatures inhabiting the same range, from man to mouse. (MCC)

FAMILY LIFE OF BIRDS--20 min.
Brings to life in sound and color all the highlights of the bird family life, from spring courtship to winter living. Representative species are treated in detail to show differences in courtship, nest building, nest locations, hatching and care of young, special adaptations to the bird's way of life and happenings to the family unit after the young are grown.

GOLDEN SECRET, THE-- 7 min.
This picture takes conservation to the fairy story audience. It is a cartoon movie, but not animated; each scene runs from a few seconds to a half minute. The art work is excellent. It is a fairy story about the golden topsoil being washed away and what the son of the king's chief huntsman did to stop it. (USDA)

HEADWATERS--28 min.
The upper reaches of streams are wonderful parts of our world. But they are delicate and vulnerable environments, often assaulted--unknowingly--by man in his use of the land. This film introduces the viewer to the "citizens" of this unique world, featuring the small mouth bass, and shows how these creatures live and die, in a small headwaters community.

HERITAGE WE GUARD, A (B & W)--30 min.
A film dealing with the close relationship between soil and wildlife. Outstanding wildlife photography. (USDA)

JUNIOR RAINDROP--- 7 min.
Animated cartoon of a raindrop's visit to earth. Shows need for good watershed management practices. Showing the contrast of good and bad watershed management. Adults or school children. (USDA)

LAND OF THE PRAIRIE DUCKS--25 min.
Shows the nesting grounds which produce Mississippi Flyway ducks and explains how drainage, subsidized by federal government funds, is destroying much more duck production habitat than is being replaced. (Minn. Found., Inc.)

LITTLE SMOKEY--12 min.
A documentary of SMOKEY, the forest fire prevention bear, narrated by Hopalong Cassidy. A little brown bear cub, found clinging to a charred tree with burned paws, becomes famous as SMOKEY THE BEAR. His career is followed with enthusiasm by the school children of America--from his burned-out home in the Capitan Mountains of New Mexico to the National Zoo in Washington, DC. (USDA)

LIVING BIRD, THE---14 min.
A biology film developing understanding of the bird as a living creature. It compares bird's metabolism with that of man, showing how birds have developed an efficient biological machine capable of flight. The senses of sight, smell, and hearing are examined and the adaptations of the bills to the types of food eaten are demonstrated. Nest building is shown and hatching of the egg is presented in closeup (Murl Dusing)

OUR SPRINGTIME WILDFLOWERS---12 min.
This film is aimed at identification and enjoyment of the common blossoms of spring. Those pictured and explained include blooms ranging from bluers to redbud trees. A total of twenty-three flower's species are covered--all found over most of Missouri where this entire movie is made. (MCC)

OUT OF THE WOODS---15 min.
Points up typical farm forestry problems and how one hard-pressed farmer solved them profitably, with the aid of the local forester. It also deals with improvement of a small sawmill for greater economy and efficiency. (USDA)

OZARKS FLOAT, AN---12 min.
Float fishing on one of Missouri's famous streams. (MCC)

PLACE TO LIVE, A--20 min.
Deals with basics of the animal world--the food, shelter and water necessary to all living creatures. The film centers on the needs of upland game and outlines simple ways to achieve these things on the farm lands that produce such favorites as quail, doves and rabbits.

PRAIRIE CHICKEN IN MISSOURI, THE-------------------------------------12 min.
Because the prairie chicken is one of our vanishing native fauna, this film documents an important episode in our wildlife scene. It shows the spectacular courting activities of one of Missouri's most interesting birds, and presents their synchronized actions and sounds as they are seen and heard each spring morning on our western prairies. (MCC)

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QUAIL HUNT--10 min.

The exciting hunting scenes from the feature length BOBWHITE THROUGH THE YEAR. Especially appealing to sportsmen's groups, but with sound wildlife conservation overtones. This short feature depicts the flavor of the hunt, good dog work by both pointer and setter, autumn foliage and the why and wherefores of quail cover and food. (MCC)

SNAKES-FRIENDS AND FOES---23 min.

A unqiue documentary movie on Missouri snakes, widely acclaimed for its splendid photography and direction. It depicts the poisonous snakes of the state and some of the non-poisonous species, with the narration pointing out identification features, habits and values of the reptiles. Best of its kind ever made. (MCC)

SNAPPING TURTLE, THE (B & W)--12 min.

An instructional film reproducing the natural drama of birth, growth and struggle for existence and survival of the species. Interesting to young children also valuable for study by high school and college biology students. (EBF)

STORY OF THE MOURNING DOVE, THE-------------------------------------38 min.

The story of the mourning dove is told by a biologist whose job it is to study these birds through the four seasons. Woven into this theme is the life of a mourning dove, wearing band No. 323. This bird, banded by the biologist when a squab in the nest, is subsequently retrapped a number of times. Dove No. 323 and a thousand others have contributed valuable information to our growing knowledge of this species. Dove hunting is brought in as a delightful interlude. (MCC)

SUNFISH, THE (B & W)--12 min.

An instructional film describing the habitat, characteristics and general development of the common sunfish. Shows nest construction, laying of eggs, fertilization, hatching, and development of young against predatory hazards. (EBF)

THEN IT HAPPENED--12 min.

Scenes from the disastrous Maine forest fire of 1947. (USDA)

THIS IS THE MALLARD-------- --44 min.

"This is the Mallard" follows this magnificent game bird from north to south through the seasons of the year, showing its habits and life history and the problems it faces and poses to the concerned conservationist. The film is more than the story of the mallard, for the threats to the mallard are those that threaten all creatures of our continent's wetlands. (MCC)

TO CONSERVE OUR HERITAGE--35 min.

A general conservation film--scenic and colorful--showing how the nation's natural resources are affected by man's use and misuse of the land. (Minneapolis-Moline)

TREES TO PAPER (B & W)--12 min.

Showing the making of paper from pulpwood. (AFPI)

TROUT FISHING AT BENNETT SPRING-------------------------------------12 min.

Featuring Joe Weber, expert fisherman of St. Louis, who demonstrates trout tackle and techniques at Bennett Spring State Park. Exciting action. Excellent for sportsmen's program.

WAY OF LIFE, A--27 min.

A study of predation which deals with an essential way of living in which all creatures, including man, take part. Through the film, you will travel into the real world of nature where living and dying by predation is "A Way of Life." (MCC)

WE SHARE THIS LAND--15 min.

Humans share this land with many other creatures. Plants, animals and humans all share in the use of the land and therefore depend on each other.

WOLF MEDICINE---20 min.

A training film devoted to the coyote problem in Missouri and based upon successful trapping techniques as taught to farmers under the predator control program of the Conservation Department. While the first half of the film depicts the ranging, hunting coyote, it is not a movie for general showings. (MCC)

CONSERVING OUR WILDLIFE TODAY---11 min.

By cutting forests, draining swamps, replacing natural vegetation with crops and polluting air and water, we have drastically changed the amounts and kinds of wildlife an area can support. Understanding the carrying capacity of the land for wildlife will help us manage our environment to support wildlife needs more effectively. (Coronet Films)

TREES GROW THROUGH THE YEARS--11 min.

Trees are among the oldest and largest of living things. The story of a tree begins with great numbers of seeds. Through time-lapse photography, we see the first growth and then watch the development through the years. We see details of growth, including the changing appearance of bark and branches, and the processes of healing or decay when branches are removed from a tree. (Coronet Films)

FILMS RELATED TO MISSOURI STUDY

Available from: Missouri Conservation Commission
1535 Grand Avenue
Kansas City, MO

16mm, Free rental

A 20-YEAR LOOK, 20 minutes. Color.
Story of fire prevention and woodland management in the Ozarks.

OUR SPRINGTIME WILDFLOWERS, 12 minutes. Color.
Twenty-three flower species found over Missouri, where movie was made.

AN OZARK FLOAT, 12 minutes. Color.
Float fishing on one of Missouri's famous streams.

THE PRAIRIE CHICKEN IN MISSOURI, 12 minutes. Color.
Important episode of vanishing fauna of wildlife scene.

SNAKES--FRIENDS AND FOES, 23 minutes. Color.
Documentary on Missouri snakes. Splendid photography and direction. Identification features, habits and values of our reptiles.

Available from: Southwestern Bell Film Library
201 South Jefferson
St. Louis, MO ph. 534-6300 or call local SWB business office
(no rental)

CAPITAL ADVENTURE, 45 minutes. Color.
Nine-year old boy's adventure in capital in Jefferson City--trip into past and to governor's office.

GOVERNOR'S MANSION: A MISSOURI HERITAGE, 27 minutes. Color.
Features Mrs. Hearnes and newscaster Max Robey. 98 year-old restored Governor's mansion.

JAZOO, (Music) 18 minutes. Color.
Early morning tour of St. Louis Zoo. No narration--splendid music and photography tell the story.

ST. LOUIS-GATEWAY TO THE WEST, 25 minutes. Color.
Colorful heritage, thriving industry, historic landmarks, promising future vividly portrayed.

RESOURCE PAMPHLETS AND INFORMATION

Missouri Division of Commerce and Industrial Development
Jefferson City, MO 65101
"Travel Missouri Folder"

City of Raytown
Raytown, MO 64133
Any material on Raytown

The Chamber of Commerce of Greater Kansas City
1030 Baltimore
Kansas City, MO 64105
"Beautiful Dynamic Kansas City" and any other free material

St. James Chamber of Commerce
St. James, MO 65559
"Meramec" and any other free material

Convention Bureau-Chamber of Commerce of Kansas City, Missouri
1030 Baltimore
Kansas City, MO 64105

Joplin Chamber of Commerce
112 Fourth Street
Joplin, MO 64801
"George Washington Carver National Monument Pamphlets" any other free material

Mark Twain Cave
Box 26
Hannibal, MO 63401
"Mark Twain Cave"

Lexington Chamber of Commerce
Lexington, MO 64067
"Historical Lexington"

The State Historical Society of Missouri
Columbia, MO 65201
"Historic Missouri" 30¢

Missouri Conservation Commission
Jefferson City, MO 65201
"Conservation" Free to any adult in the home.

Division of Commerce and Industrial Development
Jefferson City, MO 65201
"Memorable Missouri"

Missouri Geological Survey and Water Resources
Rolla, MO 65401
Kit of 10 rocks and study cards 35¢
(This may be out of circulation)

EXCELLENT MISSOURI BOOKS

Benton Drawings, Columbia, University of Missouri Press.

Bingham: Fighting Artist, Lew Larkin, K.C. Burton Publishing Co., Inc. 1954.

Geography of Missouri, Robert N. Saveland, Burton Publishing Co., Inc. 1954.

Hannah's Brave Year, Rhoda Woolridge, Bobbs Merrill.

Hero Stories from Missouri History, A Loyd Collins and Georgia I. Collins, Burton Publishing Co., Inc. 1956.

Journal of Lewis and Clark, Lewis and Clark Camp, Twixt and Between Boonville and Columbia, Columbia, Missouri $1.85.

Lithographs of Thomas Hart Benton, compiled and edited by Creekmore Fath Austin: University of Texas Press, 1969.

Missouri, Bernadine Bailey, Albert Whitman and Co., 1959.

Missouri Cookbook (Sesquicentennial Edition) Published by the First State Capital Restoration and Sesquicentennial Commission, North American Press, 1971.

Missouri Geography, Walter A. Brown, Harlow Publishing Corp. 1957.

Missouri Heritage, Lew Larkin, American Press, Inc., 1968.

Missouri Historical Review, published quarterly by the State Historical Society of Missouri, Columbia, Missouri.

Missouri - Its People and Its Progress, Earl A. Collins and Albert F. Elsea, Webster Publishing Co., 1948.

New Kitchen Symphony, cookbook with still life by Thomas Hart Benton.

100 Years, Robert C. Jones, Central Missouri State College, 1970.

Our Home State, Robert F. Karsch and Gertrude D. May, State Publishing Co. 1962.

Ridge Willoughby, Cena Christopher Draper (a Warrensburg resident)

Smokey Row (a story of Watkin's Mill) Bertha Bell Entrikin, Cameron: Egan Printing and Supply, 1963.

That's the Way Joshuway, Rhoda Woolridge, Bobbs-Merrill.

Where Rivers Meet, Marjorie Ann Banks and Edith S. McCall, Benefic Press, 1958.

GAMES & PUZZLES

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GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Games

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Password Game--Have a child give clues or words which will convey the idea of occupations in the area you are working with--medicine, manufacturing, rancher, scientist, etc. The other children must guess the occupation.		
2. When talking about careers or hobbies related to the water, play a game of identifying signals used to help ships travel safely. Let one child give a description and another identify the signal described.		This game will make students more aware of careers and hobbies related to water and will reinforce water safety ideas.
3. What's My Line? Patterned after the TV show. Use a familiar occupation. One child will write down or tell the teacher his pretended occupation. The rest of the group or a panel of classmates will ask questions to find out what his work is.		
4. Occupational Alphabet Game--Make lists of careers A to Z. Pupils share lists and keep the lists and add other careers. This may also be done orally. Children take turns naming occupations in alphabetical order. Occupations should not be repeated. You could add duties of the occupation in another session. Example: A--Auctioneer, I sell things. B--Baker, I bake bread. C--Cook, I create delicious dishes.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
5. "Who Am I?"--Students make up a description of a job. Tell some important thing I do. Other students guess what worker it is.		
6. Play a Game of Baseball--With the student's help, make a list of words relating to the world of work (use some specific occupation if you wish). Using the words from the word list, play a game of baseball. Divide the class into two teams. As a player comes up to "bat," give him a definition of one of the words. He must give the correct word to get a hit. The wrong word is a strike. Continue as much the same as a regular baseball game as possible.		
7. Who Uses It?--Hold up objects or pictures of objects. Ask the children to name the job associated with each object. Example: toothbrush--dentist stethoscope--doctor menu--waitress typewriter--secretary letter--postman tool box--mechanic bread--baker book--librarian carton--milkman curlers--beauty operator whistle--policeman broom--custodian Children enjoy making "game bags" by gathering pictures and articles.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
8. Have students develop their own games and work out all details. Inexpensive and throw away materials can be used.		
The following games were made and used by fourth grade children at R-IX School, Warsaw, Missouri.		
9. Touch Down Twice--This is played with a game board with directions in the boxes as each player moves around the game board, using a spinner to tell how many spaces to move and pop lids as tokens to move. Each player is required to go completely around the board twice.		
10. Toss A Job--A flat game board has various jobs worth different amounts of points. Two teams and a director are needed. The first member of Team 1 throws the pop lid to try to make points for his team. The team receives the points assigned to the job where his lid lands. The lid must land and stay on the job in order to give points to his team. The first player on Team 2 then trys his luck.		
11. Light Up Board--With the help of the science teacher, a board was wired with a battery and light bulb. When the wires touch the brass fastener by a question about a certain career and the brass fastener by the correct answer, the light bulb lights.		

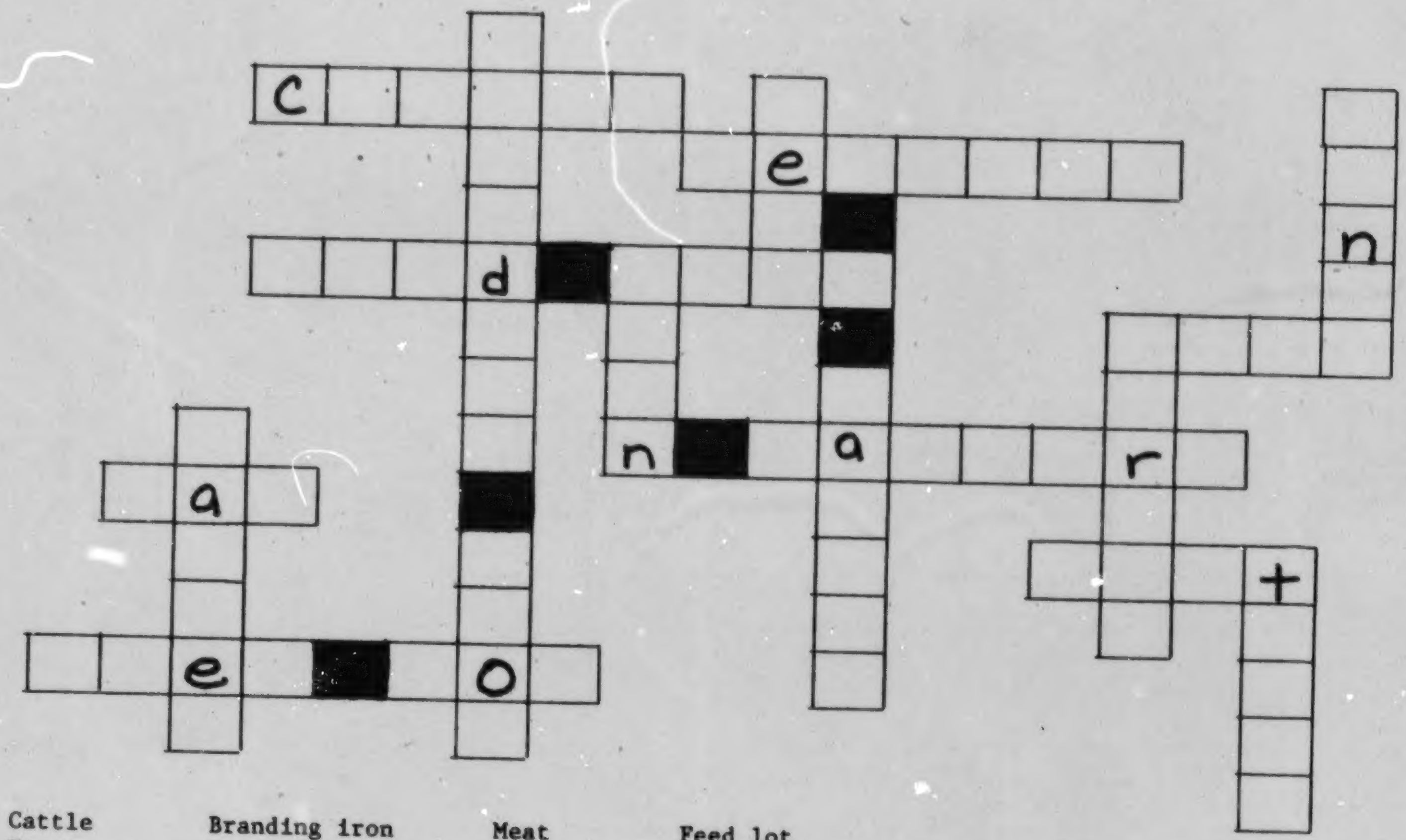
CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
12. Whirlpool--The game board is set up in a circular pattern like a whirlpool. Each player moves by spinning the spinner. He then follows directions in the space where he stops. The spaces contain various careers and instructions related to those careers.		
13. Bankrupt--Bankrupt is patterned after Monopoly with various careers and career related instructions on the game board and the abbreviation cards and scramble cards. The player moves a bottle cap according to the spinner and follows directions given in the space. When instructed to take an abbreviation card (contains questions concerning abbreviations of some career names) or a scramble card (careers in scrambled letters) he must answer the question or follow directions given on the card.		
14. Job-a-Ling--This is a very small game with a playing field that looks like a ladder. A different career is placed in each space. Each player moves according to the number on the spinner and must describe and explain the career in that space. If he can't describe and explain that career, he must go back to the beginning and start again.		
15. Job Checkers--Checker board with dark blocks and jobs written in other blocks. Use bottle caps for checkers. When a player moves, he must give the job he is doing and the job to		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
which he is moving and give an explanation of that job. If he cannot or forgets to name both jobs and explain the new one, he looses his checker. All other rules are like checkers.		
16. Career Game--Game board with blocks containing directions. Spin the spinner to know how many spaces to move. Follow the directions given in the block where you land.		
17. Job Tic-Tac-Toe--Game board with cards--one side has questions, the other side has X or O. A third person reads the question about some job on the card. The card also has the answer. If the question is answered correctly, the player chooses the space for the X or O.		
18. Fish a Job--A game board is made with "fishing holes" arranged in a circular pattern. Jobs are written on strips of paper and a different career placed on each "fishin hole." Each player moves the number of spaces according to the spinner. In order to catch the fish, he must answer the questions and explain his duties, requirements, etc. for that job. If the player "catches the fish" by explaining the job, he holds the "fish" and another is placed on that "fishing hole." If he doesn't catch the fish, the next player takes his turn. The game continues until		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
all of the "fish" are caught. The winner is the player with the most "fish" in his possession.		
19. Up A Ladder - Down A Chute--This was patterned after the chutes and ladders game but has various careers and instructions related to the careers on the game board. When the number on the spinner stops the player on a ladder, he may climb the ladder and progress rapidly. When he stops on a chute, he falls down the chute and must start again from that point.		
20. Pick a Job--Various jobs are printed on a small strip of paper and placed in a can. (We covered a frozen juice can.) Each player, in turn, draws a strip of paper, reads the job, and tells about the job. If he can't describe and explain the job he draws, it goes back into the can and the next player "picks a job." The game continues until all of the job strips are taken. The player with the most job strips is the winner.		
21. Pin the Hat on the Baker--Patterned after Pin the Tail on the Donkey, this could be made for almost any career. A big picture of a baker and several separate bakers' hats with pins complete the requirements for this game. Each player is blindfolded in his turn and attempts to put the hat in place. The player pinning his hat nearest the proper position is the winner.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
22. A game with cards patterned after Old Maid. The students made cards with various careers on the face of the cards. Each player holds his hand with the player on the left drawing from the hand. The winner is the player with the most books when all the cards have been drawn.		
GAMES AND PUZZLES		
The games and puzzles included in this section were developed by third and fourth grade students from the project area. The purposes of the activities are to: Provide the students with occupational information. Provide the students with a vocabulary for the occupations included.		
These games and puzzles should acquaint the students to the various occupations and hobbies included. After working several of the activities, the students may wish to develop their own games.		

RANCHER



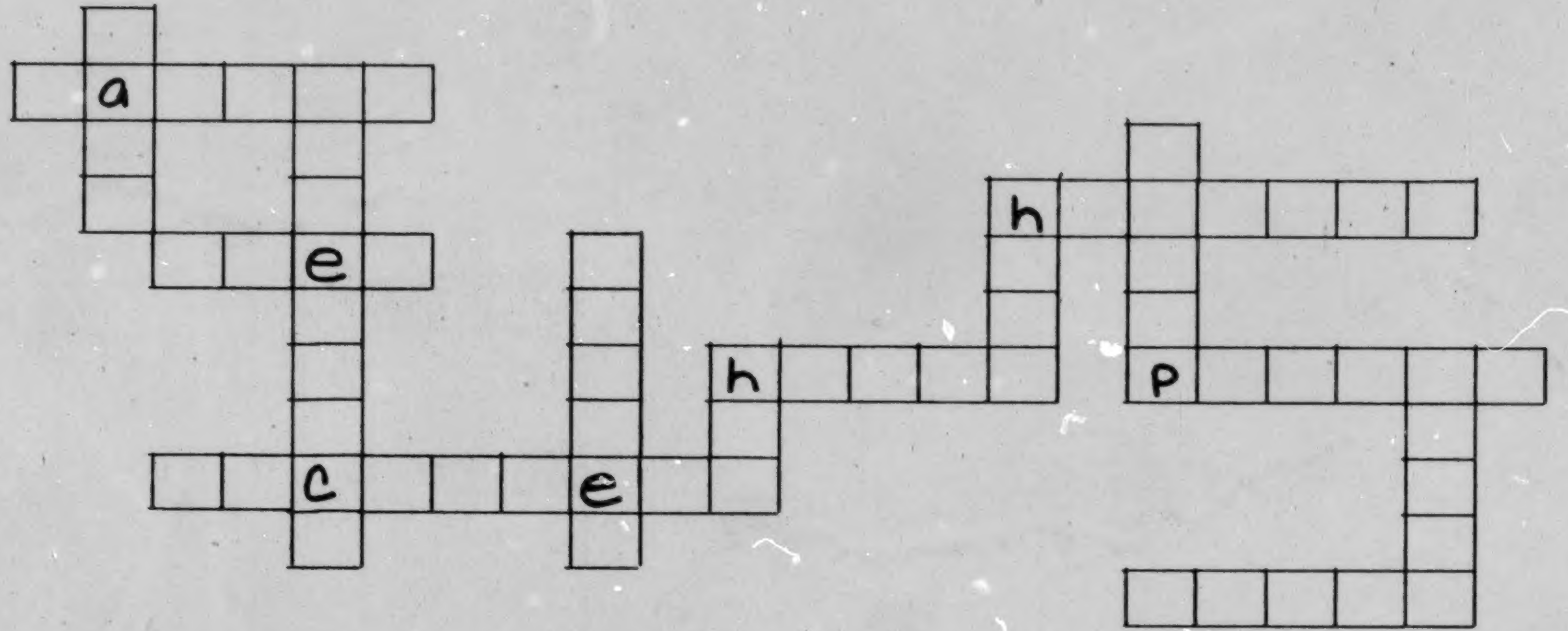
Cattle
Horses
Hay
Chores
Wean

Branding iron
Feed bunk
Pasture
Calves
Barn

Meat
Weather
Home
Range
Taxes

Feed lot

FARMER



Cattle
Horses
Livestock
Crops
Farm
Tractor
Machinery
Hay
Harvest
Feed
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Chores
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Hogs

NURSE

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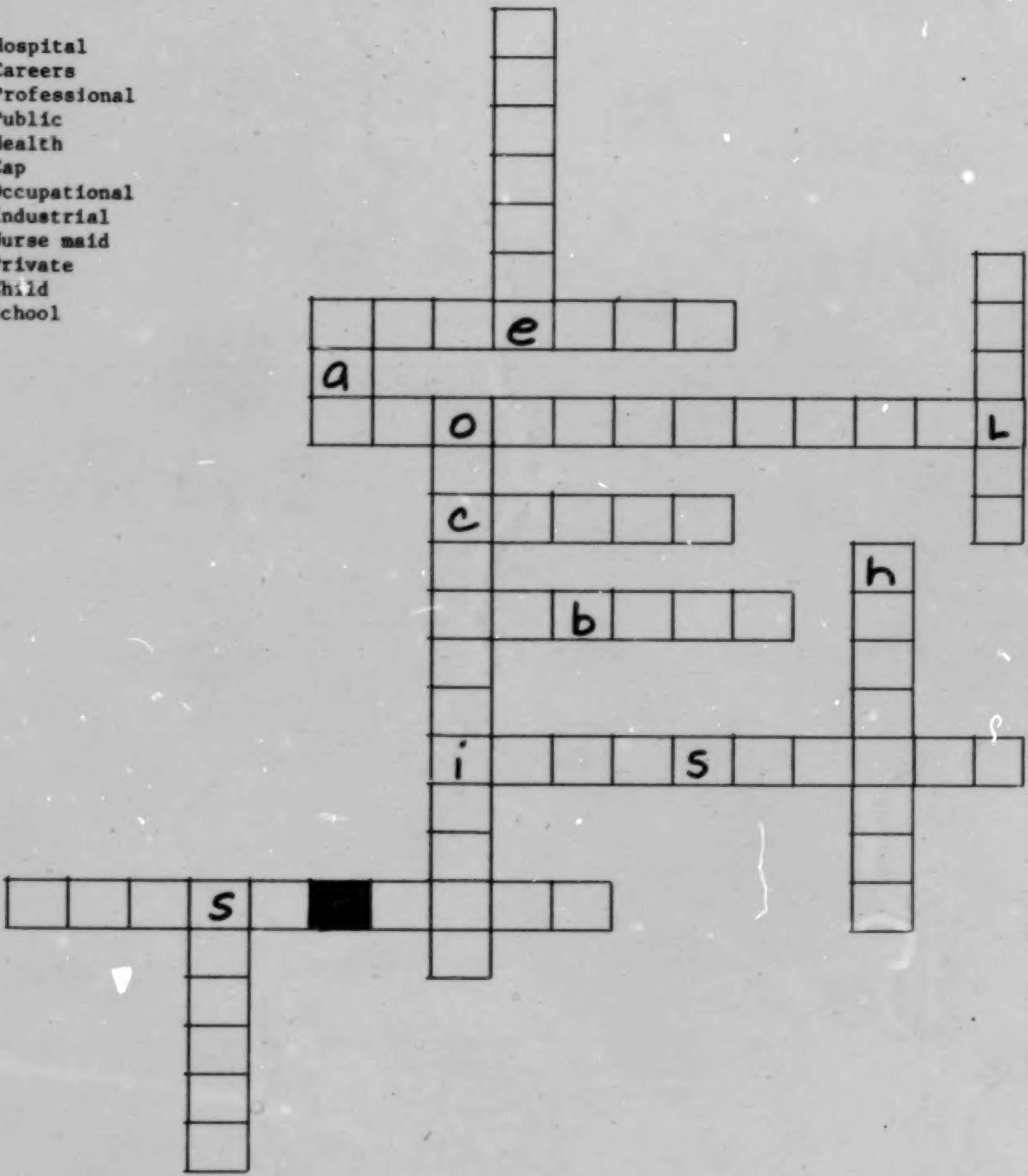
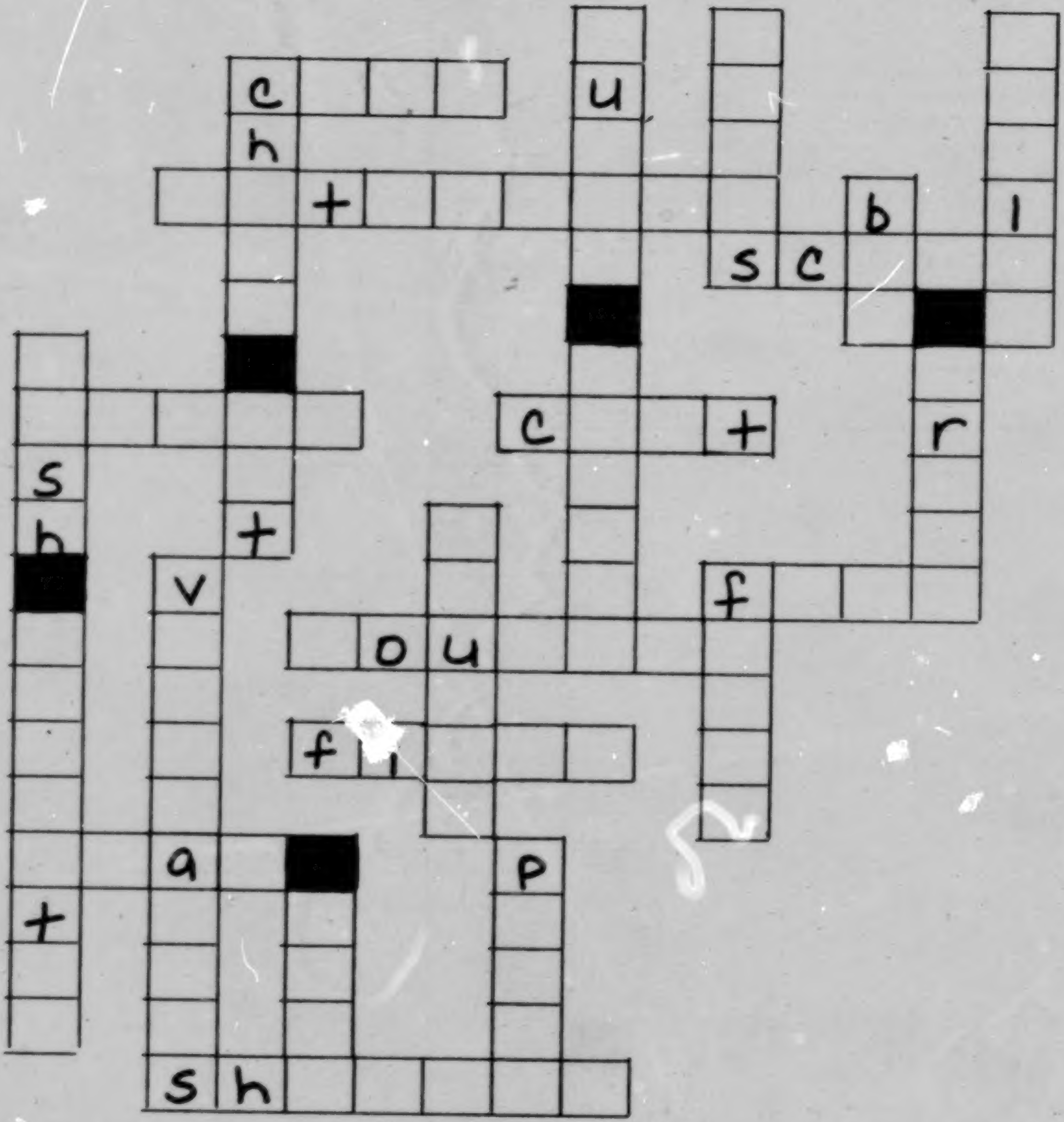
Industrial
Nurse maid
Private
Child
School



GROCER



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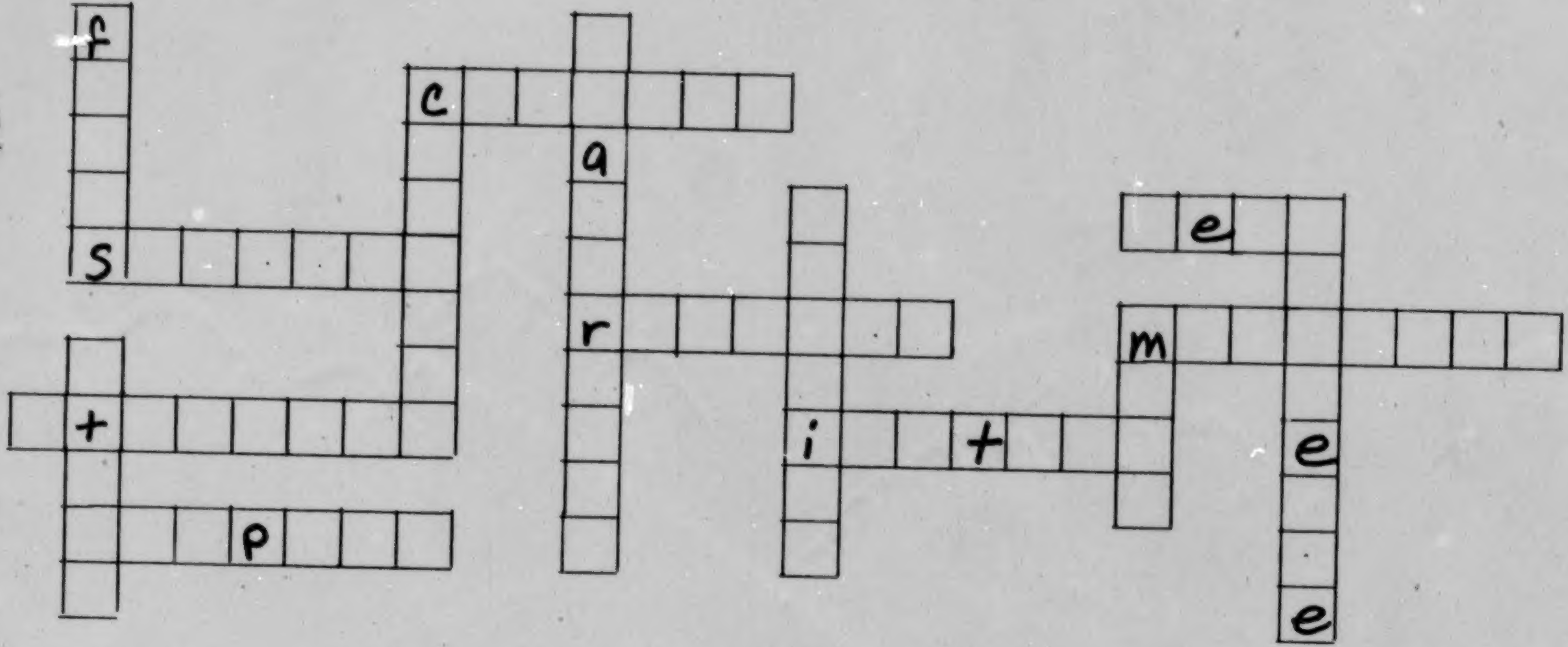
TEACHER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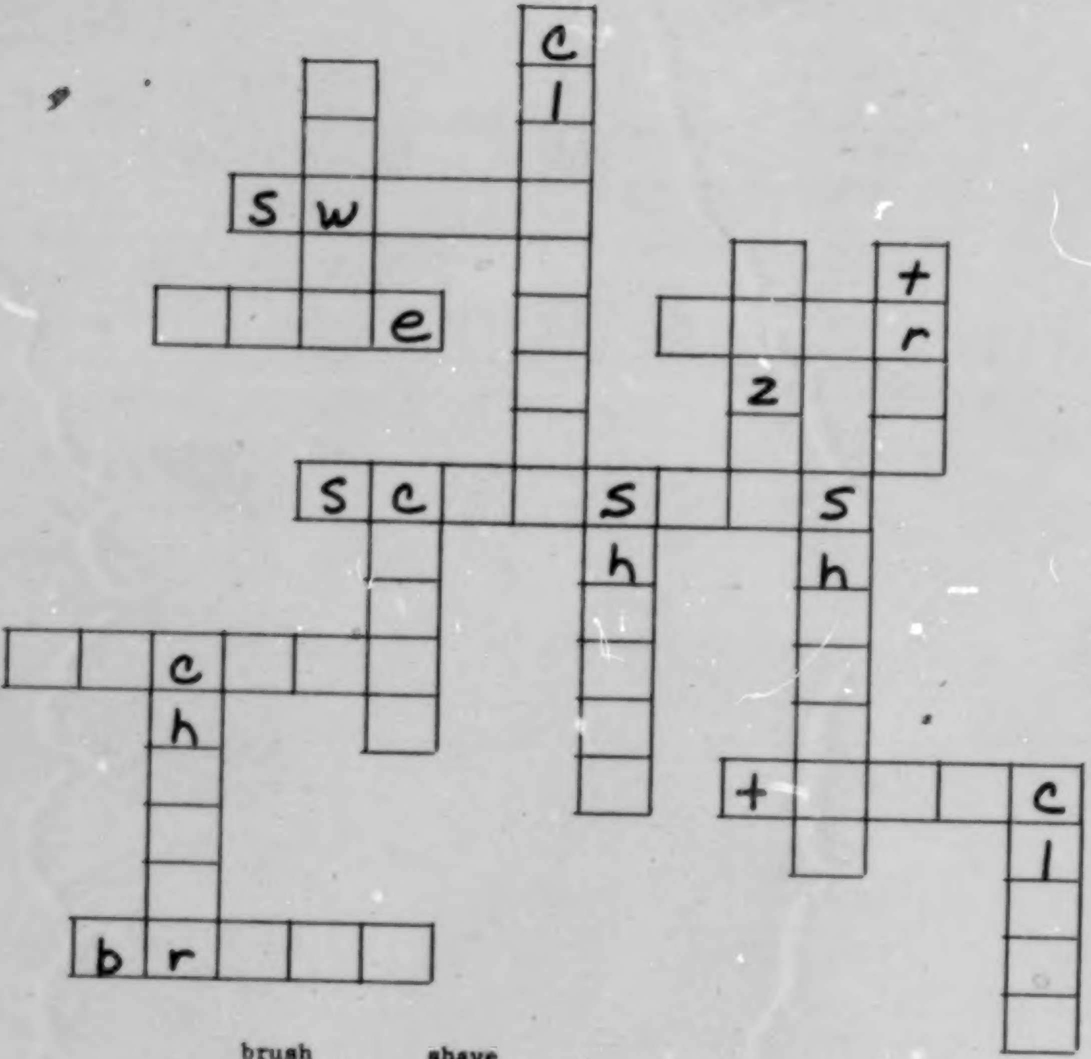
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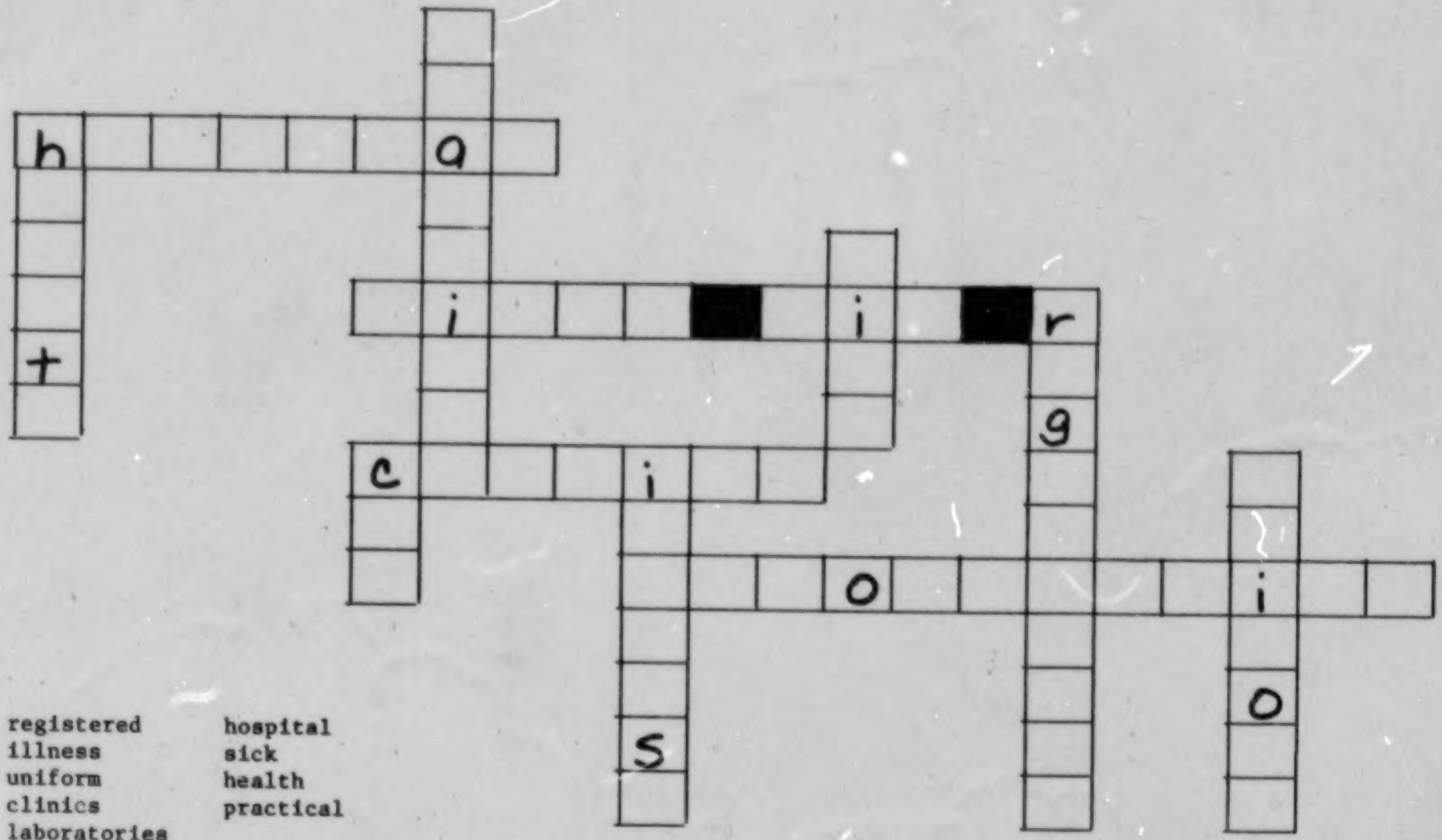
NURSE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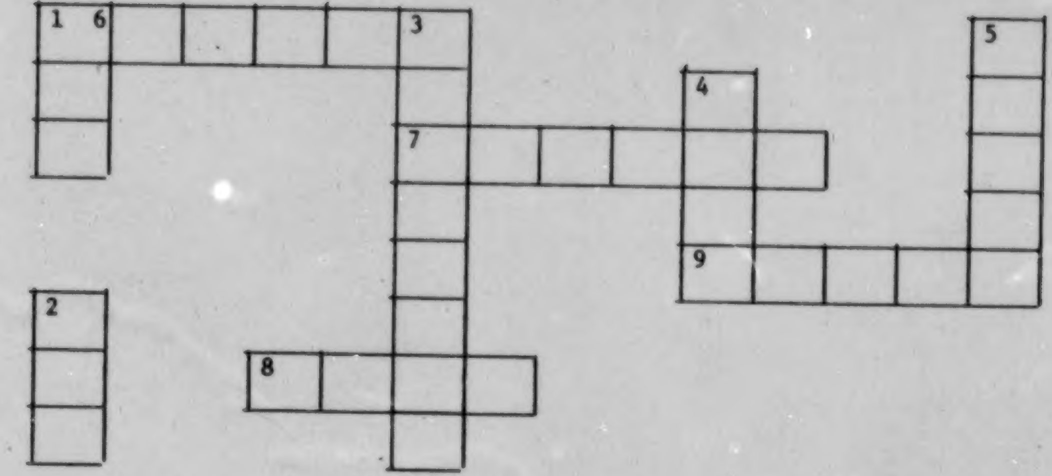
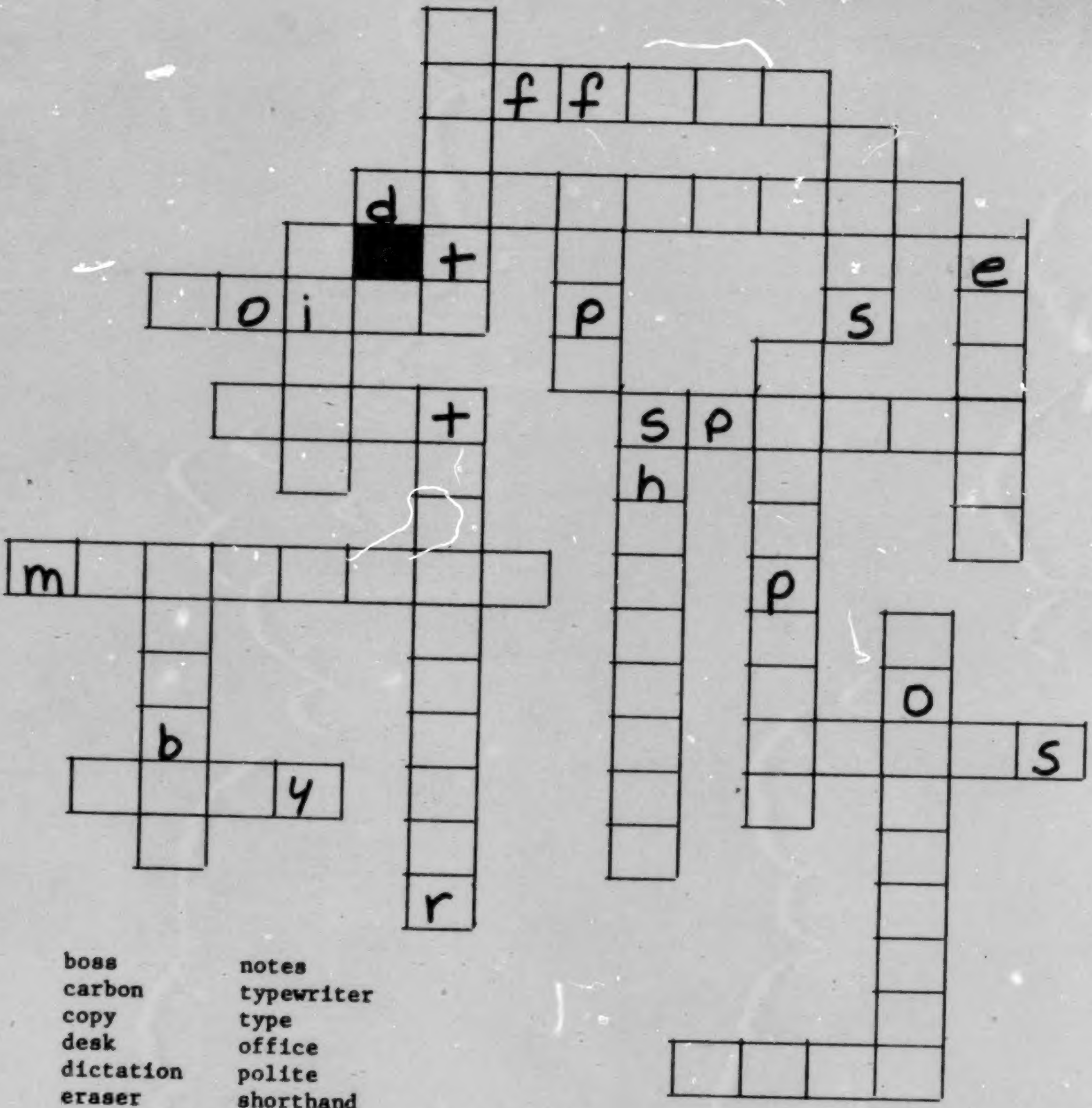
RANCHER



DOWN
1. Animal on a ranch
2. Color of a horse
3. A herd of scared animals
4. A baby cow
5. You can rope off this animal

ACROSS
6. Work on a ranch
7. A horse isn't a person. It is an _____.
8. When you ride a horse, the past tense is _____.
9. Something you must build.

CROSSWORD PUZZLE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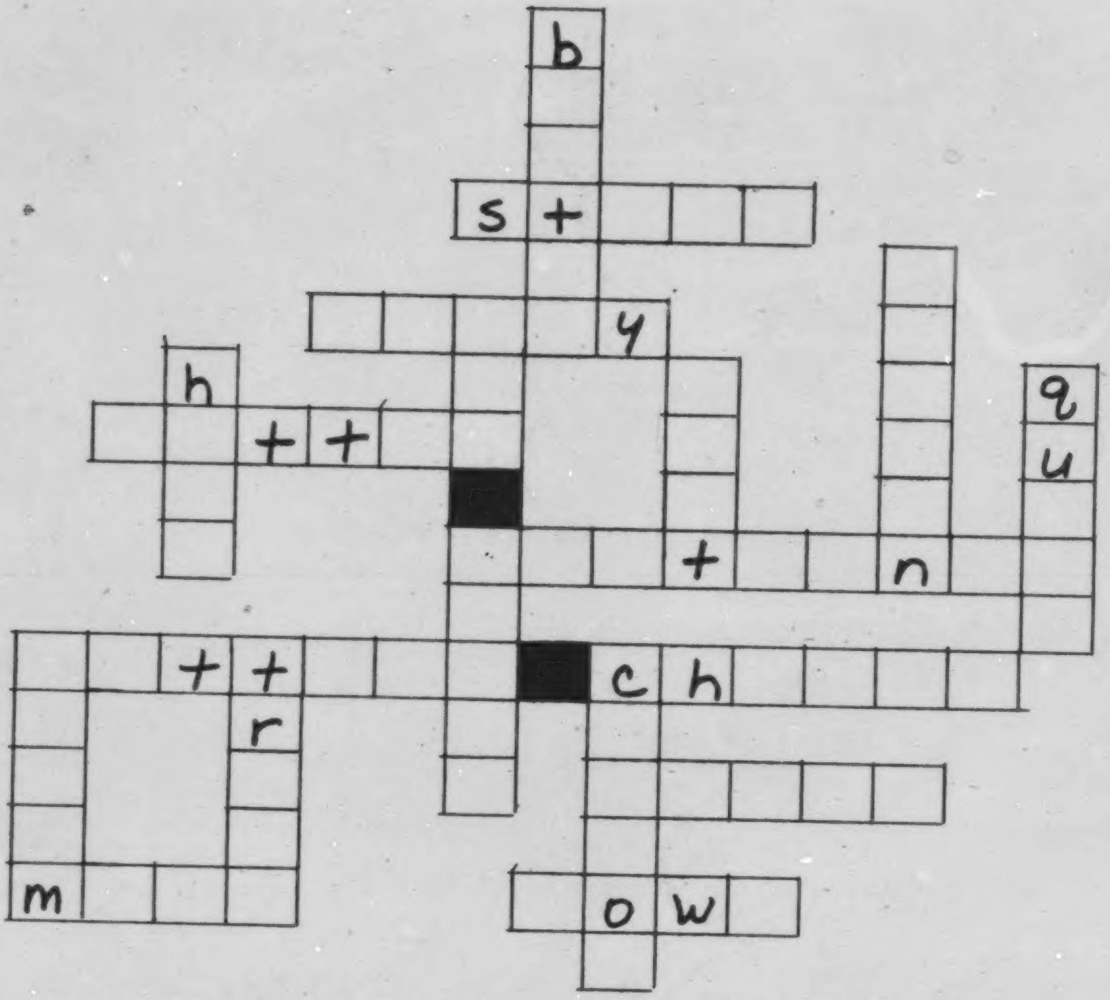
telephone
voice

MILKMAN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- cows
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- gallon
- home
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- ice cream
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- quart
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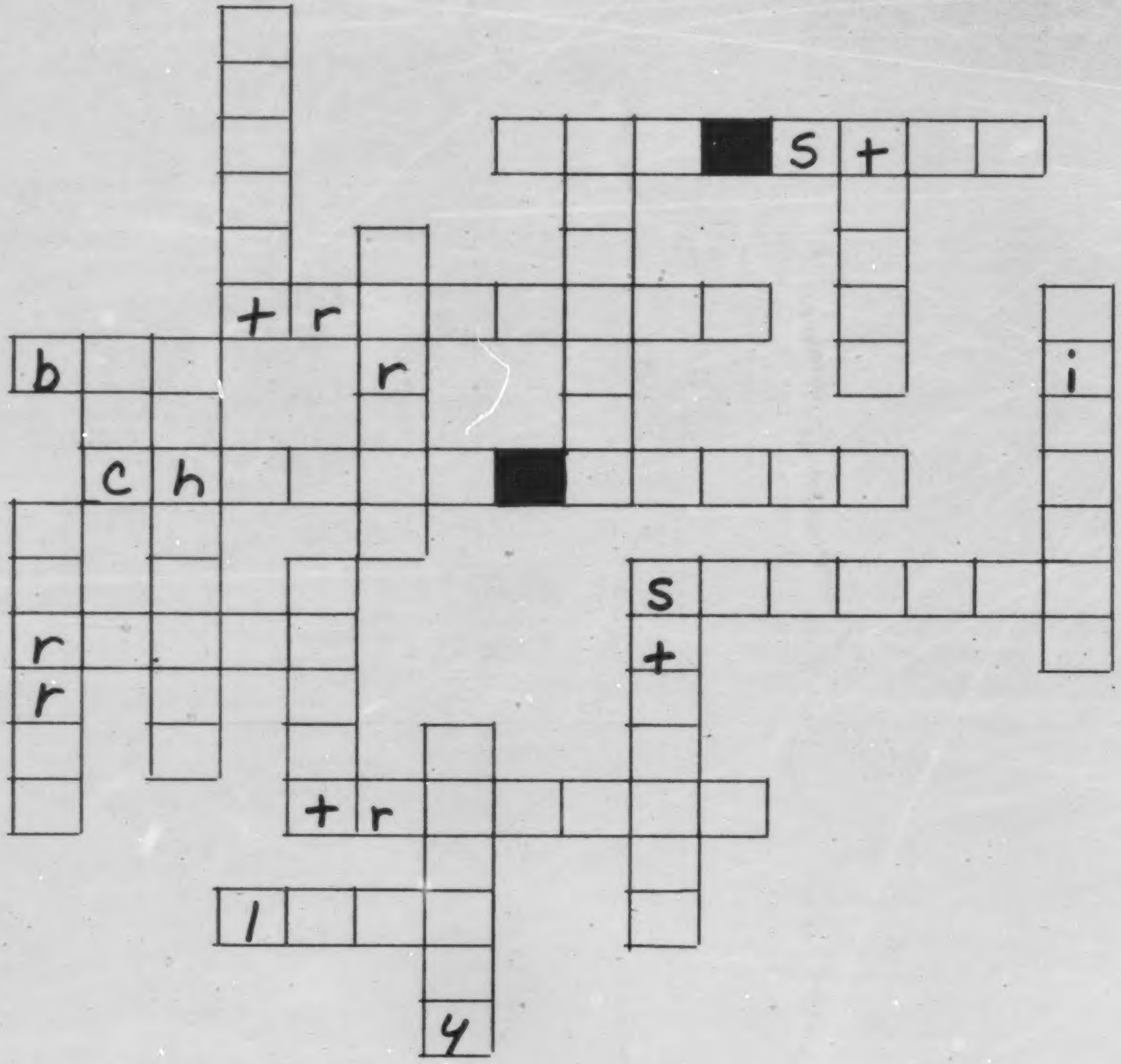
- store
- truck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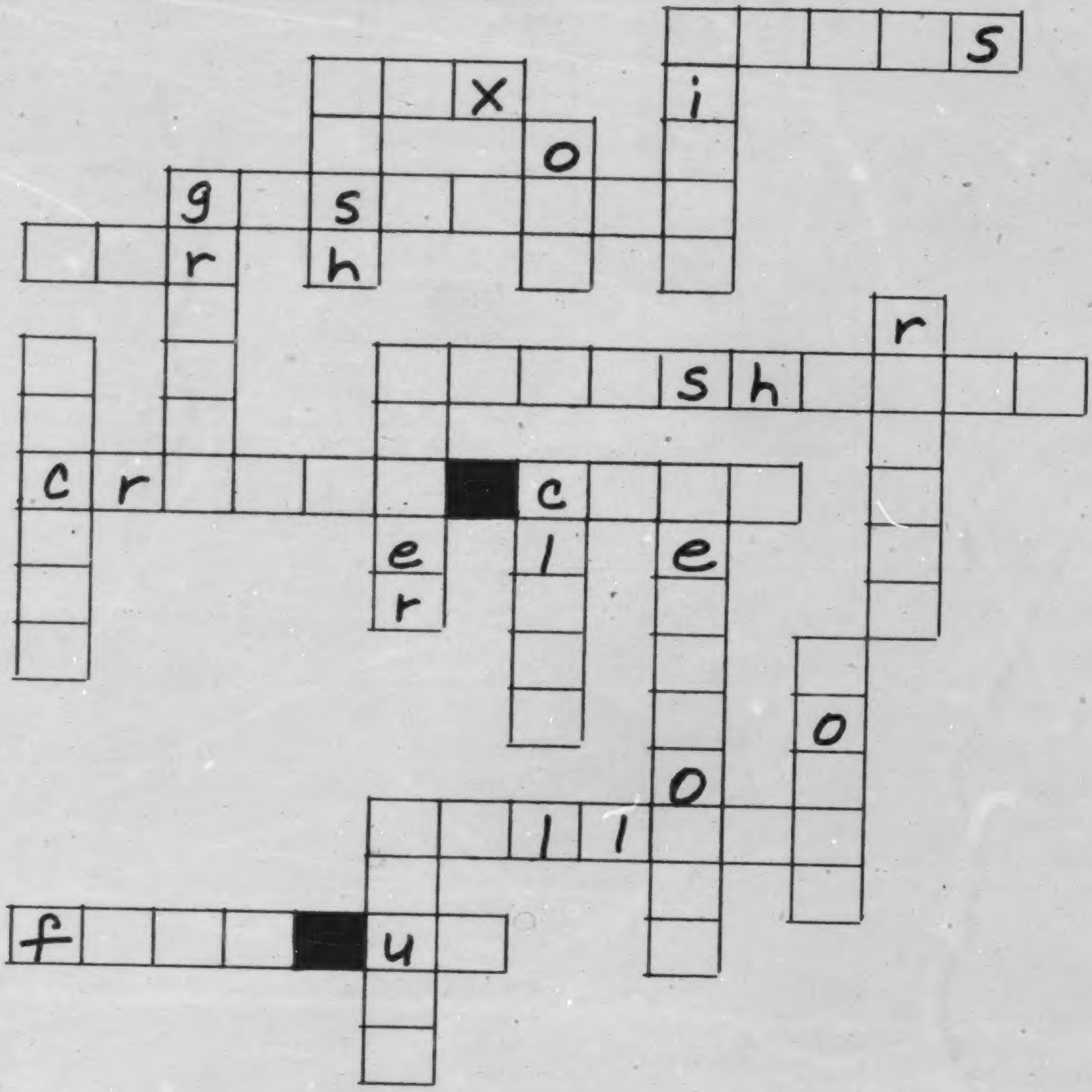
Station
Ticket
Token
Traffic
Transfer

SERVICE STATION ATTENDANT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- air
- clean
- credit card
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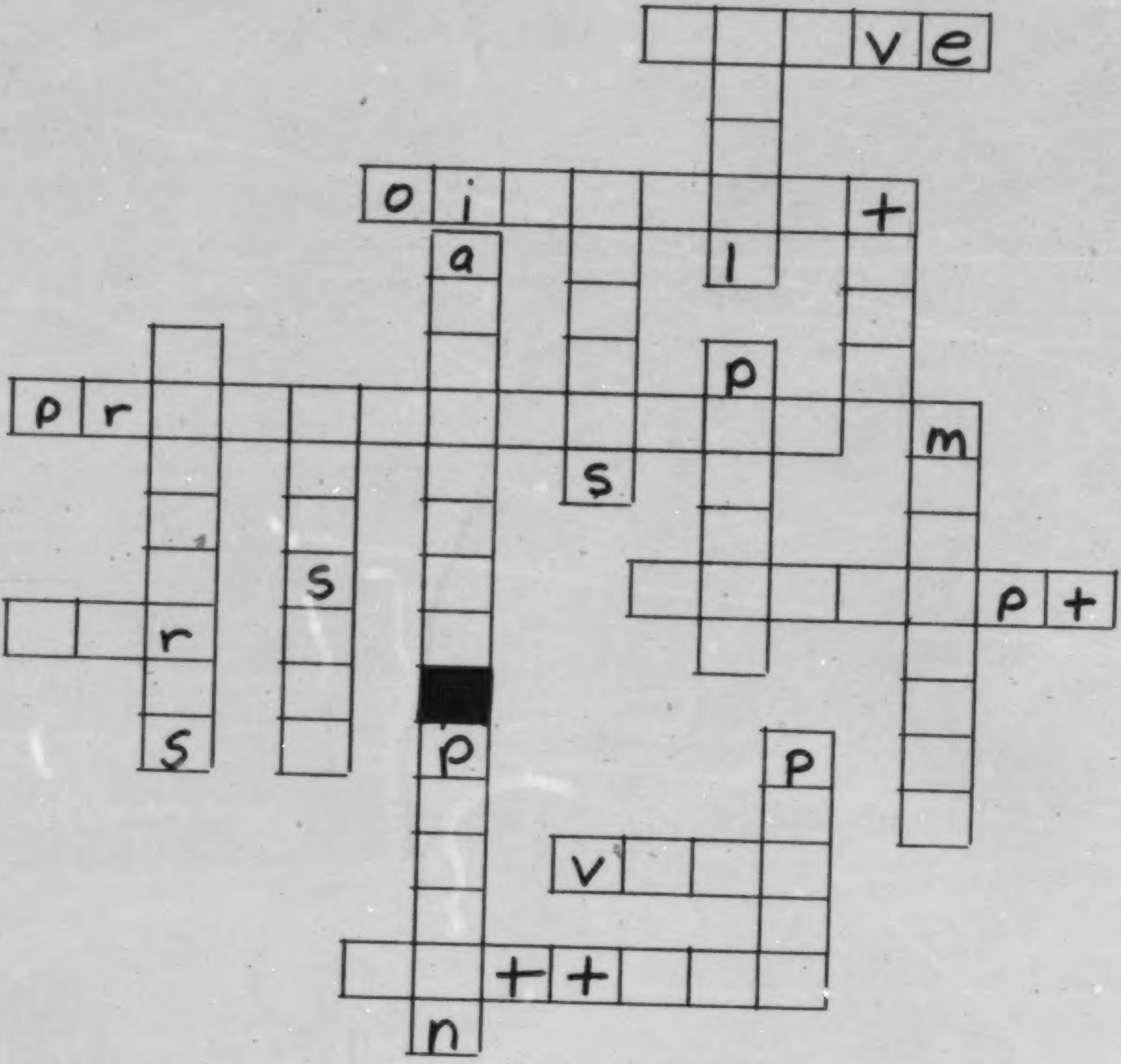
- gasoline
- gauge
- grease
- hoist
- oil
- restrooms
- repair
- tires
- tools
- vacuum
- wash
- water
- wax
- windshield

DRUGGIST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- prescription
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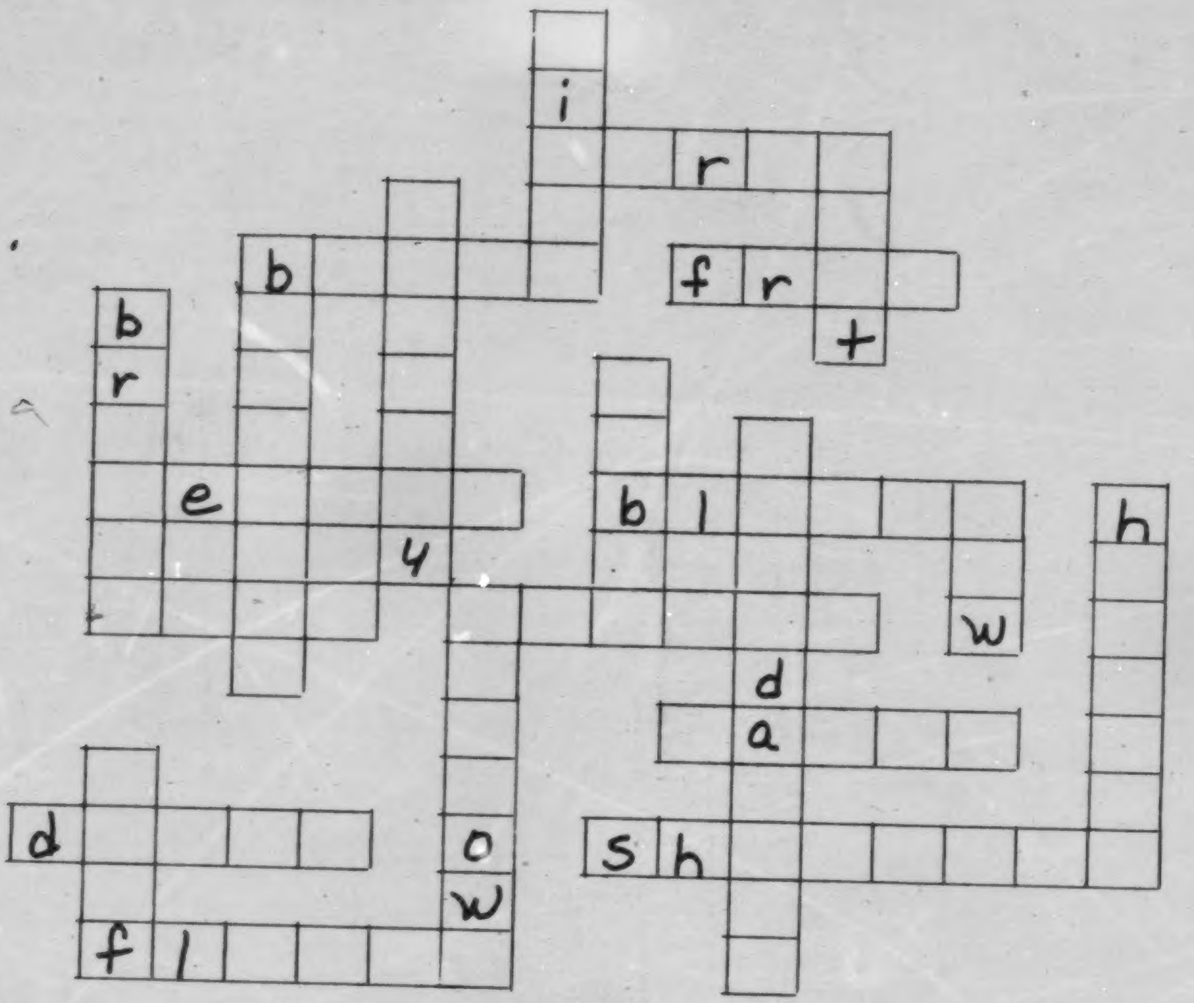
- salve
- tablets
- tube
- vial

BUILDER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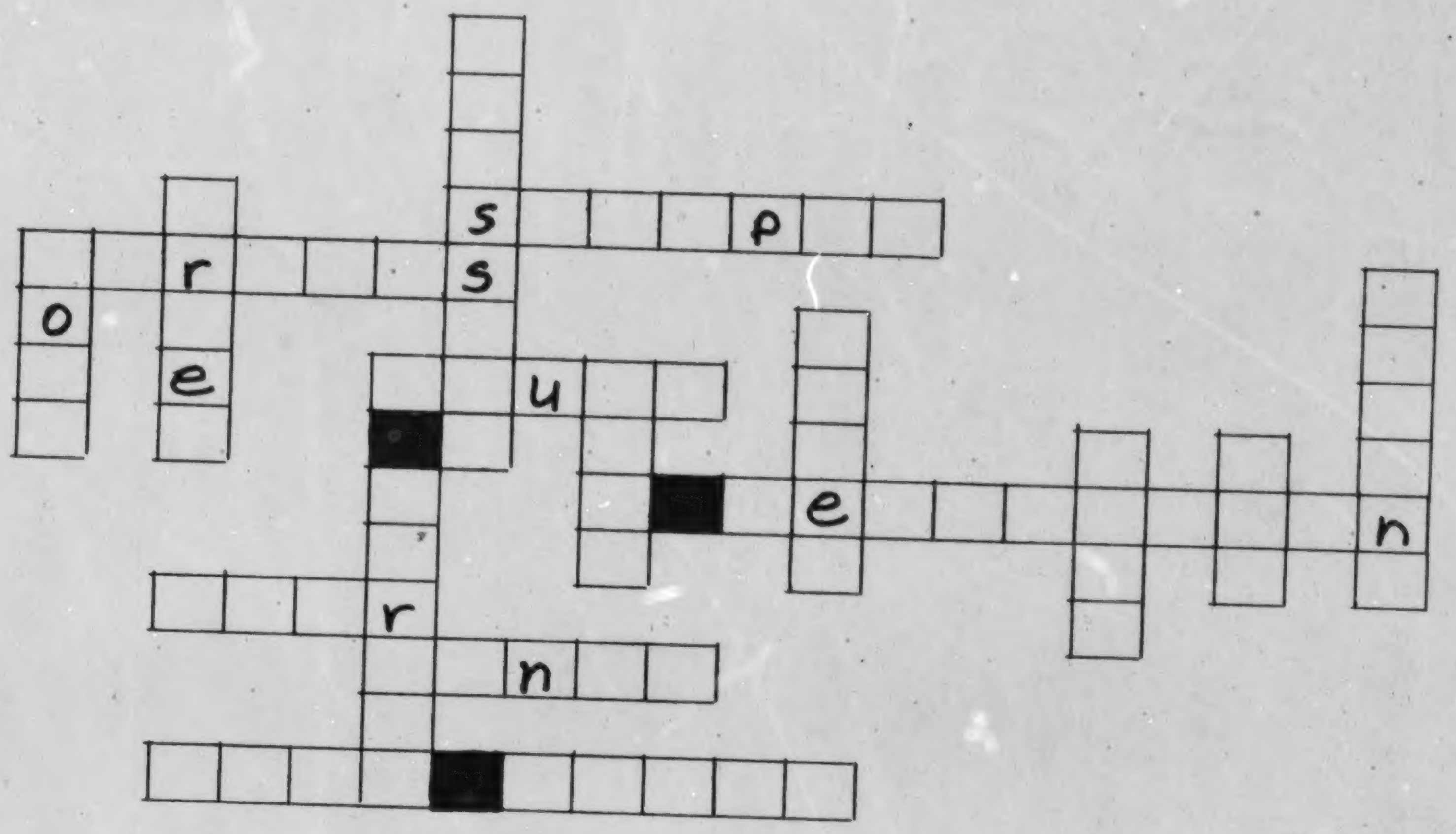
- balcony
- basement
- beams
- bricks
- cement blocks
- doors
- floors
- foundation
- frame
- hammers
- heat
- lumber
- nails
- pipes
- porch
- wiring
- roof
- sand
- saw
- shingles
- windows

BEAUTICIAN



sink
brush
mirror
shampoo
comb
curlers
dryer
rinse
scissors

hair
hair spray
wig
fixing
pins
beautician
water

AUDIO-VISUAL MATERIAL

The establishment of audiovisual library is included as a part of the Career Education Project housed at State Fair Community College. It is to be developed throughout the three-year span of the project. After this time, it will continue to operate for school personnel in the community college district.

The library is housed in the Learning Resources Center at State Fair Community College. All school personnel in the Career Education Project and the community college district have lending privileges. A handbook containing complete check-out information along with necessary forms is available through each principal, counselor and librarian as well as from those teachers who were designated to work with the project during the 1975-76 school year.

The Career Education Resource Library has been reorganized to better meet your needs. It has been divided into the three following levels:

Elementary materials will be recognized by the use of a yellow dot over the catalog number. In addition ELEM will be included in the catalog number. Example:
KT
ELEM
CE1

Junior High/Senior High materials will be recognized by the use of a green dot over the catalog number. In addition JRSR will be included in the catalog number. Example:
KT
JRSR
CE2

Elementary-Junior High/Senior High will be recognized by the use of both a yellow and green dot. In addition both ELEM and JRSR will be included in the catalog number. Example:
KT
ELEM
JRSR
CE3

For your convenience, we have color coded the sections included in this resource list. The color codes are as follows:

Elementary Materials	Yellow
Junior High/Senior High	Green
Combination ELEM/JRSR	Blue

Recommendations and evaluations of materials in the Career Education Resource Library are available to anyone interested. The Assistant Librarian in the CERL and AV Specialist will always be available to assist all teachers with the use of the library.

If you visit the Career Education Audiovisual Library in the Learning Resources Center, you will be able to locate materials more quickly by noting the color-coded labels. All of the materials other than books and periodicals are color-coded. The color and code is as follows:

Item	Code	Color
Kit (a combination of two or more media designed to be used as a unit)	KT	Black
Cassettes	CT	Red
Posters, Charts	PA	Orange
Filmstrips	FS	Green
Games, Puzzles	GA	Blue
Realia (actual objects or specimens)	RE	Brown

PROCEDURE FOR CHECKING OUT MATERIALS FROM CAREER EDUCATION RESOURCE LIBRARY

To Reserve:

1. Reservation cards will be available in all school offices.
    - A. Be sure to state desired material in order of preference.
    - B. Be sure to send cards to Career Education, State Fair Community College, Sedalia, MO 65301; or give cards to component specialists on their visits.
2. All reservations received will be posted up on a three month rotating calendar which will be placed in the Career Education Resource Library in SFCC.
3. Reservations made more than three months in advance will be filed with the Resource Library Assistant and will be transferred to the three month calendar at the appropriate time.
4. Reservations may also be called in to the SFCC Library, phone 826-7100, ext. 27. (Ask for Career Ed. Resource Library Ass't. or Career Ed. AV Specialist)
5. Confirmation of dates will be sent to teachers immediately upon booking.

To Checkout

1. Use checkout form available.
2. When materials are due, make arrangements to have this returned as close to due date as possible.
3. When the extension of any of the materials is desired, please call Resource Library Assistant or Career Ed. AV Specialist to check to see whether or not it has been previously reserved or inquire at component specialists.

To Return

1. Return all materials to Career Ed. Resource Library by:
    - a. Component specialist or any career ed. staff member
    - b. Mail
    - c. Bringing material to SFCC Career Ed. Resource Library
    - d. Student enrolled in area Vo-Tech school program at SFCC

To Evaluate

1. Evaluation forms are sent with the material requested. Please fill out and return with materials.
2. If Student Reaction Forms are sent, please have your students complete them and return them with materials.

Overdue Materials

Reminders will be sent to all teachers with overdue material.

ELEM BOOKS

Call No.	Book
LC 1043 .C37 ELEM JRSR	Career Education: What It Is and How To Do It, Olympus Publishing Co. Provides answers to some often-asked questions about career education. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1027.5 .C37 1973 ELEM	Career Education and the Elementary School Teacher, Olympus Publishing Co. A "how to do it" book aimed at the elementary level. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
ELEM JRSR	Career Education: A Curriculum Design and Instructional Objectives Catalog, American Institutes for Research. Includes an introduction plus many examples of instructional objectives in various areas. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LC 1044 .K46 ELEM JRSR	Planning and Organizing Career Curricula: Articulated Education, Howard W. Sams and Co., Inc. Includes sections on Transition to Articulated Programs, Structuring Experiences, Developing Learning Experiences, and Assessing, Staffing, and Managing Career Programs. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
HF 5382.5 S24 ELEM	Alike and Different, Benefic Press. First in series entitled "Careers for All." Circulation period 4 weeks, suggested for grade 4.
HF 5381 .C2657 ELEM JRSR	Career Guidance: A Handbook of Methods, Charles E. Merrill Publishing Company. A professional reference book in career programs including a compendium of career guidance methods. Circulation period 3 weeks, suggested for counselors.
LB 1031 .D7 ELEM JRSR	Handbook of Curriculum Design for Individualized Instruction: A Systems Approach, Educational Technology Publications. Contains precise guidelines for designing and developing curriculum materials from rigorously defined behavioral objectives. Circulation period 3 weeks, suggested for teachers and administrators.
ELEM JRSR	Planning, Implementing, and Evaluating Career Preparation Programs, McKnight Publishing Company. A manual in loose-leaf form on strategies, identification, development, implementation and evaluation of programs: includes a "kit of tools" for activities, surveys, etc. Circulation period 4 weeks, suggested for teachers and administrators.

Call No.	Book
LB 1029 .N6 K36 ELEM JRSR	Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education, Educational Technology Publications. Textbook written in Individualized Learning Packages developing a means for creating such materials to be used within the present structure of our school systems. Circulation period 4 weeks, suggested for teachers and administrators.
ELEM JRSR	How to Write and Use Performance Objectives to Individualize Instruction, Educational Technology Publications. A four-volume series including: How to Analyze Performance Outcomes How to Write Performance Objectives How to Classify a Performance Objective How to Develop Performance Instructional Activities and Evaluations Circulation period 4 weeks, suggested for teachers and administrators.
LB 1570 .K28 ELEM JRSR	Behavioral Objectives in Curriculum Development, Educational Technology Publications. A book of selected readings and bibliography on behavioral objectives. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1131 .P629 ELEM JRSR	Criterion - Referenced Measurement, Educational Technology Publications. A series of papers on criterion-referenced scores. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
ELEM JRSR	Manpower and Economic Education, Love Publishing Company. Includes units on the individual and the nature of work, the economic world, the manpower market, career opportunities in the American economy and technology, skills and investment in education.
ELEM JRSR	NVGA Bibliography of Current Career Information, 1973 Edition, National Vocational Guidance Association, Division of APGA. Contains a current career literature listing, career film reviews and a publisher's index. Circulation period 2 weeks, suggested for students, teachers, counselors and administrators.
HF 5381 .P43 ELEM JRSR	Perspectives on Vocational Development, American Personnel and Guidance Association. Contains five parts: introducing vocational development (2, 3, 4) discussing vocational development theory in the past, present and future also special applications. Circulation period 4 weeks, suggested for teachers, counselors, and administrators.

Call No.	Book
ELEM JRSR	The Maturity of Vocational Attitudes in Adolescence, American Personnel and Guidance Association. The second volume of the APGA Inquiry Series includes findings and discussion of the Vocational Development Project. Circulation period 2 weeks, suggested for counselors, teachers and administrators.
LB 1541 .A3 ELEM	Creative Woodwork in the Kindergarten, T. S. Denison and Company, Inc. A booklet explaining why small children should be encouraged to use woodworking tools and how they can be taught to use them safely. Also included are instructions for projects they can make. Circulation period 4 weeks, suggested for primary teachers. (2 copies available)
T 65 .S39 ELEM JRSR	Teaching Children about Technology, McKnight Publishing Company. A three-part text to help teachers teach students about the complexities of industry. Circulation period 2 weeks, suggested for use by teachers.
ELEM JRSR	Developing Students' Potentials, Education Resources Division, Capitol Publications, Inc. Provides the reader with information on three programs that have been conducted in a variety of settings with research and references: Achievement Motivation Training, Human Potential Group Training, Eliminating Self Defeating Behavior Training. Circulation period 2 weeks, suggested for counselors and teachers.
ELEM JRSR	The Parents' Role in Career Development, The National Vocational Guidance Association. To enable parents to help their children make their occupational choice. Circulation period 1 week, suggested for teachers, counselors and administrators.
ELEM JRSR	Guidelines for the Preparation and Evaluation of Career Information Media, National Vocational Guidance Association. A set of Guidelines for filmstrips, films and occupational literature. Circulation period 2 weeks, suggested for teachers and counselors.
TT 185 .L4 ELEM	Carpentry for Children, Sterling Publishing Company, Inc. A book with ideas of things for children to make out of wood. Has step-by-step directions, complete with pictures. Circulation period 4 weeks, suggested for elementary level.

BOOK SERIES

Call Number	Name Publisher Description
PZ 9 .W63 Co ELEM	"Come to Work with Us" Series, Houghton Mifflin. Books with glossaries, teacher's manual. Circulation period 4-6 weeks, suggested for primary level. (Note: Use the same call number for checking out entire series or any individual book.) Includes Come to Work with Us In: a Newspaper House Construction a Department Store a Hospital an Airport a TV Station a Bank a Hotel Aerospace a Toy Factory a Dairy a Telephone Company
	"What Happens" Series, Reilly and Lee Books, Henry Regnery Company. Books that answer questions about what really happens in the systems and institutions that affect students' daily lives. Circulation period 4-6 weeks, suggested for grades 2-4. (Note: Omit call number when checking out entire series. Use call number given when checking out individual titles.) Includes What Happens:
TL 153 .S496 ELEM	At a Gas Station
PN 4737 S48 ELEM	At a Newspaper
HF 5472 .U7 ELEM	At a State Fair
PZ 10 .S558 We ELEM	At a Television Station
QC 875 .U7 S5 ELEM	At a Weather Station
PZ 10 .S558 Wf ELEM	At a Zoo

Call No.	Book
SF 604.5 .S5 ELEM	At an Animal Hospital
GV 1801.5 .S52 ELEM	At the Circus
Z 147 .S45 ELEM	In a Car Factory
	In a Skyscraper
TH 4811 .S45 ELEM	When You Build a House
PZ 10 .S558 Wh ELEM	When You go to the Hospital
HE 6078 .S46 ELEM	When You Mail a Letter
TK 6165 .S5 ELEM	When You Make a Telephone Call
HG 1576 .S5	When You Put Money in a Bank
HB 171.7 .S48 ELEM	When You Spend Money
HE 9787 .S5 ELEM	When You Travel By Plane

Call No.	Book
TK 148 .S53 ELEM	When You Turn On the Light
	Early Career Books, Lerner Publications Company. Book series with each book describing related occupations in the area indicated in the title. Includes a full-page color picture of each occupation. Suggested for third grade. (Note: Omit call number when checking out entire series. Use call number given when checking out individual titles.)
HD 8039 .A4 D4 ELEM	Careers with an Airline
HG 1576 .D38 ELEM	Careers in a Bank
GV 867 .D38 ELEM	Careers in Baseball
QA 76.25 .R39 1973 ELEM	Careers in Computers
HF 5429 .D34 ELEM	Careers in a Department Store
GV 950.7 .R39 ELEM	Careers in Football
GV 847.25 .R39 ELEM	Careers in Hockey
R 690 .D38 ELEM	Careers in a Medical Center

Call No.	Book
HV 7922 .R39 ELEM	Careers with a Police Department
HD 8039 .T3 D37 ELEM	Careers with a Telephone Company
PN 1992.55 .R3 ELEM	Careers with a Television Station
Z 243 .A2 D33 ELEM	Careers in Printing
S 494.5 .A4 B45 1974 ELEM	Careers in Agriculture
HD 9710 .A2 B45 1974 ELEM	Careers in Auto Sales and Service
LB 2832 .B46 ELEM	Careers in Education
QL 50.1 .B46 1974 ELEM	Careers in Animal Care
JS 155 .B45 1974 ELEM	Careers with the City

Call No.	Book
S 944 .B46 1974 ELEM	Careers in Conservation
	Community Helper Series, Albert Whitman and Company. Sample copies from a series dealing with community workers. Each has a picture dictionary, illustrations plus information. Circulation period 2 weeks, suggested for primary grades. Titles include:
TD 148 .C47 ELEM	Clean Streets, Clean Water, Clean Air
TH 4811 .N36 ELEM	New House, New Town
	Medical Books for Children, Lerner Publications Company. A book series written by authorities who have related their topics to children's present day living experiences. Many include an information section for parents and teachers as supplementary material. (Note: Entire series may be checked out or individual titles.) Circulation period 6 weeks. Titles available:
QM 548 .K7 ELEM	Our Wonderful Hands - Suggested for 2-8
QM 549 .K73	Our Remarkable Feet - Suggested for 2-8
QH 367.1 .L4 ELEM	Where Do You Come From?: The Story of Evolution Suggested for 4 up
QL 942 .L6 ELEM	Horns, Hoofs, Nails - Suggested for 2-8
CT 9983 .A1 G4 ELEM	They Wouldn't Quit: Stories of Handicapped People

Call No.	Book
PZ 10 .L47 Re ELEM	Red Man, White Man, African Chief: The Story of Skin Color Suggested for K-8
PZ 10 .F76 Ho ELEM	How We Hear: The Story of Hearing - Suggested for 2-8
PZ 10 .L47 Le ELEM	Lefty: The Story of Left-handedness - Suggested for K-8
PZ 10 .L47 Tw ELEM	Twins: The Story of Twins - Suggested for K-5
PZ 10 .L47 Do ELEM	Doctor's Tools - Suggested for 2-8
PZ 10 .L47 Pe ELEM	Peter Gets the Chickenpox - Suggested for K-5
PZ 10 .L214 De ELEM	Dentist's Tools - Suggested for 2-8
PZ 10 .S1933 Wh ELEM	Why Glasses?: The Story of Vision - Suggested for 4-8

Call No.	Book
PZ 10 .B295215 Ho ELEM	How We Talk: The Story of Speech - Suggested for 2-8
PZ 10 .L47 M ELEM	Michael Gets the Measles - Suggested for K-5
PZ 10 .G533 Ka ELEM	Karen Gets a Fever - Suggested for K-8
PZ 10 .L47 Fu ELEM	Fur, Feathers, Hair - Suggested for 2-8
PZ 10 .E7 Pe ELEM	Penny, the Medicine Maker: The Story of Penicillin Suggested for K-5
PZ 10 .L47 De ELEM	Dear Little Mump Child - Suggested for K-5

Basic Understanding Series, Benefic Press. Explanations of the student's world. (Note: May be checked out as a series or by individual titles.) Circulation period 4 weeks, suggested for grades 1-5.

Call No.	Book
PE 1127 .C6 M3 ELEM	How We Get Our Mail
PE 1127 .F35 P7 ELEM	How Families Live Together

Call No.	Book
PE 1127 .M4 M4 ELEM	How Hospitals Help Us
PE 1119 .H215 ELEM	How Schools Help Us
PE 1127 .H85 B331 ELEM	How We Celebrate Spring Holidays
PE 1119 .M116 ELEM	How We Get Our Clothing
PE 1127 .G6 B33 ELEM	How We Get Our Dairy Foods
PE 1127 .A4 M3 ELEM	How Airplanes Help Us
PE 1127 .F6 B3 ELEM	How Foods are Preserved
PE 1127 .T7 P74 ELEM	How We Travel on Water
GA 130 .S8 ELEM	How We Use Maps and Globes

Call No.	Book
PZ 9 .S811 Ho ELEM	How Rules and Laws Help Us
PZ 10 M477 Ho ELEM	How Farms Help Us
JK 273 .S73 ELEM	How Our Government Helps Us
PE 1127 .C6 M25 ELEM	How Communication Helps Us
PE 1127 .P7 M3 ELEM	How Printing Helps Us
PE 1127 .T7 P7 ELEM	How We Travel on Land
PE 1127 .C55 M3 ELEM	How We Get Our Cloth
PE 1127 .D9 P7 ELEM	How We Get Our Shelter
PE 1119 .S687 ELEM	How People Live in the Big City

Call No.	Book
HG 221.5 .S7 ELEM	How People Earn and Use Money
HT 351 .S83 ELEM	How People Live in the Suburbs
AG 5 .C515 1974 ELEM	The How and Why Library, by Childcraft. A fifteen volume set which concentrates on broad areas of children's interests and also to broad areas of the school curriculum. Titles include: Poems and Rhymes Stories and Fables Children Everywhere World and Space About Animals The Green Kingdom How Things Work Holidays and Customs Places to Know Make and Do Look and Learn Look Again Guide and Index

ELEM KITS

Call No.	Kit
KT ELEM CE1	DUSO (Developing Understanding of Self and Others) Kit I. American Guidance Service, Inc. Includes books, posters, cassettes, hand puppets, puppet props, activity cards, and supplementary activities. Circulation period 4-6 weeks, suggested for K-lower primary.
KT ELEM CE2	DUSO (Developing Understanding of Self and Others) Kit II, American Guidance Service, Inc. Includes posters, cassettes, hand puppets, activity cards, and supplementary activities. Circulation period 4-6 weeks, suggested for upper primary-grade 4.
KT ELEM CE3	"I Want to Be" Tree, Children's Press. Tree with six book bags, four copies of a title to a bag plus teacher's guide and cassette. Circulation period 4 weeks, suggested for grade two reading level. The following books are included and may be checked out singly if the kit is not in use:

Call No.	Book
PZ 10 .B1472 Ib	I Want to Be A Forester
	I Want to Be A Musician
PZ 10 .B1472 Ib	I Want to Be A Beauty Operator
HF 5547 .B24	I Want to Be a Secretary
PZ 10 .B1472 Ig	I Want to Be an Architect
GV 847.25 .B34	I Want to Be a Hockey Player

Call No.	Kit
KT ELEM CE4	Careers Unit, Scholastic. A unit from the Dimension program containing a filmstrip and cassette plus teacher's guide and materials for classroom activities. Circulation period 4 weeks, suggested for grades 4-6.
KT ELEM CE5	How Do You Feel? Hats, Trend Enterprises. Six plastic hats portray sadness, happiness, fear, anger, suprise and puzzlement, Circulation period 3 weeks, suggested for primary students, can be used by teachers or counselors.
KT ELEM CE6	Experimental Development Program, Unit A: You and Your Family, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included: I am Here — My Friends and I My Family and I — I Can Do It Circulation period 4-6 weeks, suggested for K-1.
KT ELEM CE7	Experimental Development Program, Unit B: You and Your Friends, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included: Going to School — In Our Class About Our School — In Our School Circulation period 4-6 weeks, suggested for K-1.
KT ELEM CE8	Experimental Development Program, Unit C: You and Others, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included: I Live in the City — Animals We Know Going and Coming — Community Friends Circulation period 4-6 weeks, suggested for K-1.
KT ELEM CE9	When I Grow Up, I Want to Be . . ., Instructo. Characters, clothing and accessories for over 36 occupations for use with flannel board, plus teaching guide. Circulation period 4 weeks, suggested for primary grades.
KT ELEM CE10	Most Important Person, Encyclopedia Britannica. Includes film kits on Attitudes, Feelings, Getting Along with Others, and Identity, featuring Hairy, Fumble, and Bird--three personalities in puppet form. Two puppet kits accompany each film kit along with activity cards, song card, record and teacher's guide.

Call No.	Kit
KT ELEM CE11	It's O.K. To Be Me, Musical Motivators Service. Films include:
KT ELEM CE11-A	Attitudes Oops, I Made a Mistake! I'm Lonely Why Not Try? We Can Do It! It's Not Much Fun Being Angry Nothing Ever Seems to Work Out for Me
KT ELEM CE11-B	Identity I'm the Only Me! Where Are You in Your Family? How Do We Look? What Do You Think You Want to Be? Every Family is Special The Most Important Person
KT ELEM CE11-C	Feelings Feeling Good, Feeling Happy! I Used to Be Afraid Different Kinds of Love
KT ELEM CE11-D	Getting Along with Others Growing Up Doing Something Nice Thinking of Others What is a Friend? What Do You Mean? Living Things are All Around Us Share It with Someone
KT ELEM JRSR CE12	Educator's Kits, Let's Save the Children, Inc. Units based on experience of popular black personalities. (Roberta Flack, Issac Hayes, The Jackson Five, Nikki Giovanni, Flip Wilson, The Staple Singers, Marvin Gaye, Rev. Jesse Jackson.) Includes books, teacher's guide, puzzles, and coloring books. Circulation period 4 weeks, suggested for K-8.
KT ELEM JRSR CE13	Compulearn Career Education Program, Random House. A battery-operated console used with program cards. Helps students progress through series of questions on interests, career information, etc. Includes educator guides, student guides, bibliographies, career index, console and program cards. Circulation period 3 weeks, suggested for K-2.

Call No.	Kit
	Off We Go to the . . ., by Guidance Associates. Provides a "field trip" to the designated places through filmstrips and cassettes, meanwhile it is unlocking the door of interest to the world of work. Circulation period 1 week, suggested for elementary level. Titles include:
KT ELEM CE14	Off We Go to the Auto Proving Ground
KT ELEM CE15	Off We Go to the Bike Factory
KT ELEM CE16	Off We Go to the Aquarium
KT ELEM JRSR CE17	The Paycheck Puzzle, by Guidance Associates. A two part series with Part I explaining automatic and voluntary payroll deductions, and Part II examining types and variations of benefits young workers may encounter. Circulation period 1 week, suggested for K-12.
KT ELEM JRSR CE18	Jobs and Gender, by Guidance Associates. Explores how sexual barriers and sterotypes have influenced men's and women's vocational choices; discusses changing concepts of "masculine" and "feminine" work roles through male teachers, a male nurse, etc. Circulation period 1 week, suggested for K-12.
KT ELEM CE19	Career Awareness Series, by Educational Activities, Inc. This series explores the world of work and introduces students to many careers. Titles include: School Workers Susan Goes to the Hospital Building a Building A Visit to the Airport Circulation period 4 weeks, suggested for elementary level.

ELEM PERIODICALS

Volume and Number	Name Publisher
Specimen Set	"A Highway to Work and Play," McKnight Publishing Company. A specimen set containing a teacher's guide with content of all 16 issues plus two full size sample copies for each level, 1-6. Circulation period 3 weeks, suggested for teachers of grades 1-6.
P ELEM JRSR May 73 June/July 73 Sept./Oct. 73 Nov. 73 Dec. 73 Jan./Feb. 74 Mar. 74 Apr./May 74	CAREER EDUCATION DIGEST, Educational Properties, Inc. Monthly magazine of information and materials related to career education. Circulation period 2 weeks, suggested for teachers, counselors, and administrators.
	LET'S FIND OUT, Scholastic Magazines. Samples of two issues of student magazine with teaching aide and teacher's edition. Circulation period 4 weeks, suggested for K. Consists of:
VII-1 Oct. 72	The City Halloween Water Pipes
VIII-5 Feb. 74	About Houses —3 Parts

ELEM POSTERS

Call No.	Poster
PA ELEM JRSR CE1	Career Education Model K-Adult, Education Properties, Inc. In chart form. Lists of the elements and goals of career education, and the means of achieving these goals by grade level. Circulation period 2 weeks, suggested for teachers, counselors and administrators.
PA ELEM CE2	Community Helpers Bulletin Board Cutouts, Trend Enterprises. Figures ranging up to 27" of seven community workers. Circulation period 4-6 weeks, suggested for primary level.
PA ELEM CE3	Transportation posters, Trend Enterprises. Eight full color, 21" X 29" glossy posters and detailed resource guide showing over 85 different vehicles incorporated into the following settings: a farm, harbor, airport, lake, a suburban and an urban neighborhood and industrial area. Circulation period 4-6 weeks, suggested for primary level.
PA ELEM CE4	Mothers Do Many Kinds of Work, Scott, Foresman and Company. Eight copies of poster showing mothers in various work situations. Circulation period 4 weeks, suggested for primary and intermediate levels.

ELEM REALIA

Call No.	Realia
RE ELEM CE1	Coping Saws (12 Saws) with extra blades. Circulation period 4 weeks, suggested for students at all age levels.
RE ELEM CE2	Hats Fireman's Helmet Fatigue Cap Flight Cap Two Officer's Flight Caps Circulation period 2 weeks (may be checked out individually), suggested for elementary students.
RE ELEM CE3	Tool Chest. Complete with many tools necessary for completing projects in the Carpentry for Children book, which is also available in the Career Education Resource Library. Circulation period 2 weeks, suggested for elementary level.
RE ELEM CE4	Footnotes to Community Helpers, by Wilson Corporation. Six records designed to provide the elementary school child with an awareness and an appreciation of the contributions made by "community helpers." Circulation period 2 weeks, suggested for elementary level.

ELEM GAMES AND PUZZLES

Call No.	Games and Puzzles
GA ELEM CE1	Motor Expressive Cards I and II, Developmental Learning Materials. Each contains one instructional sheet and thirty cards to be used to stimulate development of motor and visual coordination and also to encourage verbalization of ideas. Example: picture of hammer associated with picture of nail. Circulation period 2 weeks, suggested for primary and lower intermediate levels.
GA ELEM CE2	Shopping Lists Game, Developmental Learning Materials. Contains shopping lists associated pictures, play money, instructional sheet and card holder; allows the student to learn word-picture association, utilize alphabetizing skills and develop his vocabulary. Circulation period 2 weeks, suggested for primary and intermediate levels.
GA ELEM CE3	Building Match-ups, Developmental Learning Materials. The match-up cards help to develop readiness skills such as discrimination, memory and language, also includes instructional sheet. Each card pictures a building housing a business while the small cards depict an associated object or person. Includes a drug store, grocery, music store, clothing store, hotel, medical building, factory and gas station. Circulation period 2 weeks, suggested for primary and intermediate levels.
GA ELEM CE4	Job Puzzles, Developmental Learning Materials. Eight puzzles to help a child develop body concept and visual attention to pictures. Includes a mailman, nurse, teacher, fireman, football player, farmer, policeman, painter.
GA ELEM CE5	Occupational Puzzles, Playskool. Durable puzzles showing the following occupations: waitress, fireman, milkman, doctor, nurse, patrolwoman, postman, grocer, baker, and farmer. Circulation period 2 weeks, suggested for primary level.

SOURCES of CAREER and OCCUPATIONAL INFORMATION

SOURCES OF CAREER AND OCCUPATIONAL INFORMATION

Listed below are recognized sources of accurate and relevant career information for each of the occupational areas. These materials can be obtained without charge.

Accounting - For more information write:

National Society of Public Accountants
1717 Pennsylvania Avenue, N.W.
Washington, DC 20006

American Institute of Certified Public Accountants
666 Fifth Avenue
New York, NY 10019

Accounting Career Council
National Distribution Center
P.O. Box 650, Radio City Station
New York, NY 10019

National Association of Accountants
505 Park Avenue
New York, NY 10022

Financial Executives Institute
50 West 44th Street
New York, NY 10036

The Institute of Internal Auditors
170 Broadway
New York, NY 10038

Advertising, Marketing, and Public Relations - For more information write:

American Association of Advertising Agencies
200 Park Avenue
New York, NY 10017

American Advertising Federation
1225 Connecticut Avenue, N.W.
Washington, DC 20036

American Marketing Association
230 North Michigan Avenue
Chicago, IL 60601

Public Relations Society of America, Inc.
845 Third Avenue
New York, NY 10022

Association of Industrial Advertisers
41 East 42nd Street
New York, NY 10017

Small Business Administration
Washington, DC 20416

Service Department
Public Relations News
127 East 80th Street
New York, NY 10021

Aerospace and Aviation - For more information write:

American Institute of Aeronautics and Astronautics
1290 Avenue of the Americas
New York, NY 10019

Air Transport Association of America
1000 Connecticut Avenue, N.W.
Washington, DC 20036

General Aviation Manufacturers Association
1025 Connecticut Avenue, N.W.
Washington, DC 20036

Agribusiness and Natural Resources - For more information write:

American Farm Bureau Federation
225 Touhy Avenue
Park Ridge, IL 60068

American Society of Agricultural Engineers
2950 Niles Road
St. Joseph, MI 49085

American Society of Animal Science
39 Sheridan Avenue
Albany, NY 12210

U.S. Department of the Interior
Fish & Wildlife Service
Bureau of Sports, Fisheries & Wildlife
Washington, DC 20240

U.S. Department of Agriculture
Forest Service
633 W. Wisconsin Avenue
Milwaukee, WI 53203

National Forest Products Association
1619 Massachusetts Avenue, N.W.
Washington, DC 20036

Missouri Dept. of Conservation
Jefferson City, MO 65101

Automotive - For more information write:

Educational Affairs Department
Ford Motor Company
The American Road
Dearborn, MI 48121

U.S. Electrical Motors, Inc.
200 E. Slawson Avenue
Los Angeles, CA

Ford Motor Company
Motion Picture Department
American Road
Dearborn, MI 48121

General Motors Corporation
Room 1-101, General Motors Building
Detroit, MI 48202

Architecture - For more information write:

Association of Collegiate Schools of Architecture
1785 Massachusetts Avenue, N.W.
Washington, DC 20036

The American Institute of Architects
1735 New York Avenue, N.W.
Washington, DC 20006

The American Institute of Architects
1785 Massachusetts Avenue, N.W.
Washington, DC 20036

Banking, Finance, and Investment - For more information write:

The American Bankers Association
1120 Connecticut Avenue, N.W.
Washington, DC 20036

Investment Counsel Association of America, Inc.
127 East 59th Street
New York, NY 10022

National Consumer Finance Association
1000 16th Street, N.W.
Washington, DC 20036

National Association of Bank Women, Inc.
National Office
111 E. Wacker Drive
Chicago, IL 60601

Federal Deposit Insurance Corporation
Director of Personnel
550 17th St., N.W.
Washington, DC 20429

"How Our Banks Help Our City"
Manufacturers Hanover Trust Company
Publications Department
350 Park Avenue
New York, NY 10022

Business and Office Services - For more information write:

Administration Management Society
Publications Department
Willow Grove, PA 19090

American Management Association
135 West 50th Street
New York, NY 10020

National Association of Purchasing Management
11 Park Place
New York, NY 10001

National Secretaries Association (International)
616 East 63rd Street
Kansas City, MO 64110

Communication and Media - For more information write:

American Newspaper Publishers Association Foundation
750 Third Avenue
New York, NY 10017

Sigma Delta Chi, National Professional Journalism Society
35 East Wacker Drive
Chicago, IL 60601

Education Council of the Graphic Arts, Inc.
4615 Forbes Avenue
Pittsburgh, PA 15213

Modern Language Association
60 Fifth Avenue
New York, NY 10011

American Library Association
50 East Huron Street
Chicago, IL 60611

National Association of Broadcasters
1771 N Street, N.W.
Washington, DC 20036

Construction - For more information write:

Associated Builders and Contractors, Inc.
P.O. Box 698
Glen Burnie, MD 21061

Weyerhaeuser
Cliff Building
Tacoma, WA 98401

National Association of Home Builders
1625 L Street, N.W.
Washington, DC 20036

Data Processing and Computer - For more information write:

Data Processing Management Association
505 Busse Highway
Park Ridge, IL 60068

American Federation of Information Processing Societies, Inc.
210 Summit Avenue
Montvale, NJ 07645

Automation Institute of America, Inc.
760 Market Street, Suite 600
San Francisco, CA 94102

Association of Computing Machinery
1133 Avenue of the Americas
New York, NY 10036

Education - For more information write:

National Education Association
1201 16th Street, N.W.
Washington, DC 20036

American Federation of Teachers
1042 14th Street, N.W.
Washington, DC 20005

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, DC 20015

The Council for Exceptional Children
Suite 900
1411 South Jefferson Davis Highway
Arlington, VA 22202

Audio Dynamic Research Inc.
1219 E. 11th Street
Pueblo, CO 81001

American School Counselor Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009

The Zaner Bloser Company
612 N. Park Street
Columbus, OH 43215

U.S. Department of Health, Education and Welfare
Office of Education
Washington, DC 20015

The College Placement Council, Inc.
P.O. Box 2263
Bethelem, PA 18001

Special Education Majors
Order "Speaking over Barriers"
S. Western Bell Company
1625 Grand Avenue
Kansas City, MO 64106

Electronics - For more information write:

National Alliance of Television and Electronics Service Association
5908 S. Troy Street
Chicago, IL 60629

General Electric Company
P.O. Box 58408
Houston, TX 77058

Electronics Industries Association
2001 Eye Street, N.W.
Washington, DC 20006

Westinghouse Electrical Corp.
School Service
306 Fourth Avenue
Pittsburgh, PA 15213

Engineering - For more information write:

Engineers' Council for Professional Development
345 East 47th Street
New York, NY 10017

American Institute of Industrial Engineers, Inc.
United Engineering Center
345 East 47th Street
New York, NY 10017

American for Engineering Education
1346 Connecticut Avenue, N.W.
Washington, DC 20036

American Institute of Chemical Engineers
345 East 47th Street
New York, NY 10017

Institute of Electrical and Electronics Engineers, Inc.
345 47th Street
New York, NY 10017

The American Society of Mechanical Engineers
United Engineering Center
345 East 47th Street
New York, NY 10017

The Society of Mining Engineers of AIME
345 East 47th Street
New York, NY 10017

American Society of Civil Engineers
345 East 47th Street
New York, NY 10017

Environment - For more information write:

Institute of Environmental Sciences
940 East Northwest Highway
Mt. Prospect, IL 60058

National Environmental Health Association
1600 Pennsylvania Street
Denver, CO 80203

Society of American Foresters
1010 16th Street, N.W.
Washington, DC 20036

The American Forestry Association
1319 18th Street, N.W.
Washington, DC 20036

American Geological Institute
2201 M Street N.W.
Washington, DC 20037

Interagency Board of U.S. Civil Service Examiners for Washington, DC
1900 E Street, N.W.
Washington, DC 20415

American Meteorological Society
45 Beacon Street
Boston, MA 02108

American Geophysical Union
2100 Pennsylvania Avenue, N.W.
Washington, DC 20037

Packet of Teaching Materials
Western Wood Products Association
700 Yeon Building
Portland, OR 97204

International Oceanographic Foundation
1 Rickenbacker Causeway
Virginia Key
Miami, FL 33149

U.S. Civil Service Commission
Washington, DC 20250

Employment Division
Office of Personnel
U.S. Department of Agriculture
Washington, DC 20250

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Ecology - For more information write:

The Garden Club of America
598 Madison Avenue
New York, NY 10022
(Ask for "The World Around You Environmental Education Packet")

California Redwood Association
617 Montgomery Street
San Francisco, CA 94111

McDonald's Ecology Action Packet
P.O. Box 2344
Kettering, OH

Arkansas Department of Parks & Tourism
149 State Capitol
Little Rock, AR 72201

The Wildlife Society, Ste. S-176
3900 Wisconsin Avenue, N.W.
Washington, DC 20016

Ecological Society of America
Department of Botany
Southern Illinois University
Carbondale, IL 62901

Soil Conservation Society of America
7515 N. E. Ankeny Road
Ankeny, IA 50021

Soil Conservation Service
U.S. Department of Agriculture
Washington, DC 20250

Food Service and Processing - For more information write:

Institute of Food Technologists
176 West Adams Street
Chicago, IL 60603

Quaker Oats
Box 5855
Chicago, IL 60677

Sunkist Growers
Consumer Service
P.O. Box 7888
Valley Annex, Van Nurp, CA 91409

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

National Dairy Council
111 North Canal Street
Chicago, IL 60606

The Institute of Food Technologists
Suite 2120
221 North LaSalle Street
Chicago, IL 60601

Government - For more information write:

United States Civil Service Commission
c/o Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Health and Medicine - For more information write:

American Hospital Association
840 North Lake Shore Drive
Chicago, IL 60611

National Health Council, Inc.
1740 Broadway
New York, NY 10019

American Medical Record Association
875 North Michigan Avenue, Suite 1850
Chicago, IL 60611

American Association of Medical Assistants
200 East Ohio Street
Chicago, IL 60611

American Medical Association
Department of Health Manpower
535 North Dearborn Street
Chicago, IL 60610

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, IL 60611

American Dietetic Association
Publications Department
620 North Michigan Avenue
Chicago, IL 60611

National Association for Mental Health
10 Columbus Circle
New York, NY 10019

Crest (Dental & Health)
c/o Proctor & Gamble
Cincinnati, OH 45202

Modern Talking Picture Service
2323 Hyde Park Road
New Hyde Park, NY 11040
"Dudley the Dragon" (Dental Health)
Film, 30 minutes

National League for Nursing
10 Columbus Circle
New York, NY 10019

American Optometric Association
7000 Chippewa Street
St. Louis, MO 63119

American Physical Therapy Association
1156 15th Street, N.W.
Washington, DC 20005

Registry of Medical Technicians
P.O. Box 4872
Chicago, IL 60680

Hospitality and Recreation -
For more information write:

National Recreation and Park
Association
1700 Pennsylvania Avenue, N.W.
Washington, DC 20006

American Hotel and Motel Association
Kellogg Center
East Lansing, MI 48823

Arkansas Department of Parks & Tourism
149 State Capitol
Little Rock, AR 72201

American Association for Health, Physical
Education and Recreation
1201 16th Street, N.W.
Washington, DC 20036

Industry, Machine and Tool Trades -
For more information write:

The American Society for Metals
Metals Park, OH

Scientific Apparatus Makers Association
370 Lexington Avenue
New York, NY 10017

U.S. Steel Corporation
525 William Penn Place
Pittsburg, PA

Insurance Occupations -
For more information write:

National Association of Public
Insurance Adjusters
1613 Munsey Bldg.
Baltimore, MD 21202

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Insurance Information Institute
100 William Street
New York, NY 10038

John Hancock Mutual Life Insurance
Company
200 Berkley Street
Boston, MA 02117

Mathematics Occupations -
For more information write:

American Mathematical Society
P.O. Box 6248
Providence, RI 02904

Mathematical Association of America
1225 Connecticut Avenue
Washington, DC 20036

Association for Computing Machinery
1133 Avenue of the Americas
New York, NY 10036

Society for Industrial and Applied
Mathematics
33 South 17th Street
Philadelphia, PA 19103

Personal Services - For more
information write:

U.S. Army Recruiting
Main Station
2420 Broadway
Kansas City, MO 64108
(Posters, uniforms)

Society of American Florists
901 North Washington Street
Aldexandria, VA 22314

Retail Jewelers of America, Inc.
1025 Vermont Avenue, N.W.
Washington, DC 20005

Gemological Institute of America
11940 San Vicentee Blvd.
Los Angeles, CA

National Society of Interior Designers
315 East 62nd Street
New York, NY 10021

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Associated Master Barbers and Beauticians of America
219 Greenwich Road
Charlotte, NC 28211

American Institute of Laundering
Joliet, IL 60434

Sales - For more information write:

National Automobile Dealers Association
2000 K Street
Washington, DC 20006

National Association of Real Estate Boards
155 East Superior Street
Chicago, IL 60611

The National Retail Merchants Association
100 West 31st Street
New York, NY 10001

The National Association of Wholesaler, Distributers
1725 K Street, N.W.
Washington, DC 20006

Sales and Marketing Executive International
Student Education Division
630 Third Avenue
New York, NY 10017

Science - For more information write:

American Astronomical Society
211 Fitz Randolph Road
Princeton, NJ 08540

American Institute of Biological Sciences
3900 Wisconsin Avenue, N.W.
Washington, DC 20016

Entomological Society of America
4603 Calvert Road
College Park, MD 20740

American Society for Microbiology
1913 I Street, N.W.
Washington, DC 20036

American Geological Institute
2201 M Street, N.W.
Washington, DC 20036

Society of Exploration Geophysics
Box 3098
Tulsa, OK 74101

The American Meteorological Society
45 Beacon Street
Boston, MA 02108

American Society of Horticulture Science
615 Elm Street
St. Joseph, MI 49085

Birds
Massachusetts Audubon Society
Lincoln, MA 01773

Gulf Oil Corporation
P.O. Box 1166
Pittsburg 30, PA

Manufacturing Chemists' Association, Inc.
1825 Connecticut Avenue, N.W.
Washington, DC 20009

American Institute of Physics
335 East 45th Street
New York, NY 10017

Interagency Board of U.S. Civil Service
Examiners for Washington, DC
1900 E Street, N.W.
Washington, DC 20415

Social Science Occupations - For more information write:

The American Anthropological Association
1703 New Hampshire Avenue, N.W.
Washington, DC 20009

Smithsonian Institute
Washington, DC 20560

American Economic Association
1313 21st Avenue South
Nashville, TN 37212

The Foreign Service in the Seventies
U.S. Department of State
Washington, DC 20520
Publication 8535 (Free)

Association of American Geographers
1710 16th Street, N.W.
Washington, DC 20009

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, IL 60640
(Chart of map and globe skills)

Social Work - For more information write:

National Association of Social Workers
1425 H Street, N.W.
Washington, DC 20005

National Center for Church Vocations
1307 South Wabash Avenue
Chicago, IL 60605

Transportation - For more information write:

Continental Trainways
P.O. Box 730
Wichita, KS 67202

American Trucking Association
1616 P Street, N.W.
Washington, DC 20036

The Association of American Railroads
Public Relations Department
1920 L Street, N.W.
Washington, DC 20036

Ford Motor Company
The American Road
Dearborn, MI 48121

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FIELD TRIP PROCEDURES, GUEST SPEAKERS, and FIELD TRIP SITES LISTING

CRITERIA FOR USING THE COMMUNITY RESOURCES

A. Using the resources of the community as a source of learning experiences depends upon what type of experience is most appropriate at the time in terms of desirable learnings.

  1. Often reading books, student discussion, laboratory time or lectures, represent efficient and effective forms of learning experiences.

  2. The above experiences can be sterile and may not result in effective learning. Community resources frequently provide a type of motivation that is of great value.

B. The community should be used as a learning laboratory only when the time is adequate to permit pre-planning and post-evaluation.

  1. A considerable amount of time should be spent pre-planning all field trips. (A poorly planned field trip may serve no practical learning experience other than the fun the student has of being away from school.)

  2. The teachers and pupils should cooperatively establish the values to be gained.

  3. Attention should be given to the important things that pupils should look for as well as questions they might ask.

  4. Post-trip evaluation should be made to determine if objectives were met.

C. The group should be kept small. Teacher aides and parental assistance could be utilized to achieve small group learning experiences.

D. Field trips are not always necessary. Other times resource speakers may be brought to the classroom.

E. Comply with your school districts policy statement concerning the utilization of community resources.

FIELD TRIP PROCEDURES

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear and taste. Talking about careers may be somewhat informative but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the classroom.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community
    a. Home
    b. School
    c. Neighborhood
    d. Local or nearby town

2. Helping them observe working conditions

3. Helping them develop an awareness of the interdependence of workers

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip

2. Teacher and/or committee of pupils make the trip first (if feasible)
    a. Get idea of time involved
    b. Find out who the people are
    c. Find out the problems to be met
    d. Find out what background information students should have

3. Make plans for transportation
    a. What kind?
    b. Who will provide it?
    c. What will it cost?

4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given
    a. Stories
    b. Pictures
    c. Role playing
    d. Class discussion

2. Student committee should gather career information.

3. Safety precautions should be discussed.

4. Behavior as guest should be made clear.

Post-trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?

2. What do these workers do each day?

3. What are their working days?

4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

STUDY OF LOCAL OCCUPATIONS THROUGH FIELD TRIPS

1. Write letters asking permission to tour a plant.

2. Review before each trip suggestions for acceptable behavior and what to observe.

3. Hold a class discussion on what to observe with such questions as these in mind:

   (1) Would I have what it takes to do that job?
   (2) Would it meet my needs?
   (3) Would I enjoy doing that job?

4. Hold a panel discussion on advantages and disadvantages of work in this particular occupation.

5. Have a teacher give a short test on information brought out during the question period on the day following the tour.

6. Have a news release prepared by a committee after each field trip.

7. Send a letter of thanks from the class to the guide of the plant toured.

8. Obtain answers to the following questions from proper resource: employees, personnel department, person conducting tour.
   1. What educational background did the person have to get the job?
   2. What responsibility does each employee have to his respective department?
   3. What are the fringe benefits?
   4. How is the rate of pay determined?
   5. What are the working conditions?
   6. What are some of the operational aspects of the store or industry?

   NOTE: These questions are suggestions as to what type of information is desired. It is obvious that you can add to or modify the list. It is recommended that one class period be devoted to planning the field trip.

9. It is recommended that one class period be devoted to an evaluation or discussion of what was learned from the field trip. (What are you going to talk about when you come back?)

Discussion:
1. What are you going to try to learn?
2. Ask students what they want to learn.
3. Have an objective of what you plan to do with the information you obtain.

SUGGESTED GUIDELINES FOR THE SPEAKER

After scheduling the speaker, date and time, the teacher should:

A. Supply the resource speaker with the following information about the class: grade level or ability levels, group interests and educational goals.

B. Ask the speaker to encourage the students to stay in school and to stress the importance of a high school diploma.

C. State total time available.

   1. Tell the speaker how long he may talk to the class.

   2. Request time for a question and answer period.

D. Encourage the speaker to bring any large pictures or displays that may be suitable for illustrative purposes.

E. Contact the speaker in advance to see if he will require any visual aid equipment or supplies from the teacher or class.

F. Ask the speaker to cover (as it applies to his occupation):

   1. Requirements of this type of work.

   2. Hazards of this type of work (heat, cold, noise).

   3. Benefits: salary range, hours, vacations.

   4. Types of occupations which may develop in this industry.

   5. Attendance

   6. Training and education needed.

   7. What special satisfactions to be derived from this occupational area.

   8. Explain equipment used.

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
La Monte Community Bank	100 W. Pine La Monte, MO		347-5656				
La Monte City Hall	115 W. Pine La Monte, MO		347-5606	Visit Council Meeting the first Monday night each month			
U. S. Post Office	111 S. Main La Monte, MO		347-5450				
Benton County R-I	Cole Camp, MO	Vergil Oglevie	668-4427	No	0	0	Possibly
Bohling Grocery	Cole Camp, MO	E. G. Bohling		No	0	0	Possibly
Borchers & Heimsoth	Cole Camp, MO	Ervin Borchers	668-4923	No	0	0	Possibly
Phyllis's Beauty Shop	Cole Camp, MO	Phyllis Templeton		No	0	0	Possibly
W. K. Garage	Cole Camp, MO	Walt Weymuth	668-4421	Yes	25-30	7-12	Yes
Dala's Botique	Tipton, MO	Dala Yantz	433-2626	No	0	0	Yes
Cargill Nutrena Feeds	Smithton, Mo	Gene Hudiburg	343-5319	Yes	10	7-12	Yes
Farmer's Bank of Lincoln	Lincoln, MO	Karl Kroenke	547-3311	Yes	30	1-12	Possibly
Lincoln New Era Newspaper	Lincoln, MO	George Williams	547-3800	Yes	Inquire		Possibly
MFA Implement	Lincoln, MO	Clarence Frisch	547-3318	Possibly	Inquire		Possibly
Silver Dollar City (a blacksmith--makes things of chains & nails--plays instrument)	Silver Dollar City, MO	Mayor of Silver Dollar City	Would visit two buildings--one performance in each--has film on crafts of Silver Dollar City.			K-6	

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
American Electrical Industries	Highway 50 Sedalia, MO	Russ Woodyard	827-1712	Yes	30	7-12	Yes
Archias Floral Company	4th and Park Sedalia, MO	Don King	826-4000	Yes	20	K-12	Yes
B & E Market	1701 S. Kentucky Sedalia, MO	Jim Dick	826-2188	Yes	30	3-12	No
J & J	1321 S. Limit Sedalia, MO	Jack Smith	827-2485	No	0	0	Possibl
Boonslick Regional Library	Sixth & Lamine Sedalia, MO	Ms. V. Corley	826-6195	Yes	20	K-9	Possibl
Bothwell Hospital Physical Therapy	644 E. 13 Sedalia, MO	Nevin Almquist	826-8833	Yes	7-15	7-12	Yes
Bothwell Hospital	644 E. 13 Sedalia, MO	Marie Nicholson	826-8833	Yes	20	12-16	No
Broadway Lanes, Inc.	2119 W. Broadway Sedalia, MO	Edith Simons	827-0404	Yes	Large	K-14	Possibl
Broadway Car Wash	310 W. Broadway Sedalia, MO	Dale Arms	826-0375	Yes	25-30	1-12	No
Brown, McCloskey, Buckley	309 E. Fifth St. Sedalia, MO	Mabel Glenn	826-7373	No	0	0	No
Cablevision, Inc.	600 S. Osage Sedalia, MO	Lynn Harrison	826-0933	Yes	20	5-9	Possibl

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Central Mo. Electric Co-op (R.E.A.)	N. Highway 65 Sedalia, MO	Ed Walters	826-2900	No	0	K-6	Yes
Classic Studio	6th & Kentucky Sedalia, MO	Ed Brummett	826-8888	Yes	5-10	7-12	Yes
Consumers Supermarket	Hancock & Broadway Sedalia, MO	Bill Smillie	827-3190	Yes	15	K-12	Yes
C. W. Flower	219 S. Ohio Sedalia, MO	Mrs. Austin	826-3200	Yes	15-20	11-16	Yes
Doctor of Osteopathy	1701 S. Lafayette Sedalia, MO	Dr. Joe Bennett	826-6623	Yes	5 at a time	7-12	Yes
Fire Department	Main St. & State Fair Blvd. Sedalia, MO	Ronnie Ollison	826-9058	Yes	15-20	K-12	Yes
Flat Creek Vet. Hosp.	1701 W. Main Sedalia, MO	Dr. Peacock	827-2057	Yes	10-15	K-12	Yes
Wally Frank Oil Company	3rd & Hancock Sedalia, MO	Wally Frank	826-6666	No	0	K-12	Yes
Bill Greer Body Shop	Main Street Sedalia, MO	Orval Burd	827-2162	Yes	5	10-12	No
Holiday Inn	32nd & Limit Sedalia, MO	Jim Grieshaber	826-6100	Yes	40-50	8-9	Possibl
IBEW Local 814 Credit Union	2111 W. Broadway Sedalia, MO	June Kuhlman	826-0814	Yes	6 at a time	8-12	Possibl
IGA	2042 W. Broadway Sedalia, MO	Ralph Huff	827-1452	Yes	25	K-12	Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Industrial Loan & Investment	120 W. Fifth Sedalia, MO	Firman Boul	826-4800	Yes	25	7-12	Yes
Jim's Garden Center	1000 W. Main Sedalia, MO	James L. Foster	826-4411	Yes	15	4-9	Possibly
Bob Johnson TV & Appliance	2907 W. Broadway Sedalia, MO	Ray Thompson Paul Johnson	827-2326	Yes	15-20	7-12	Possibly
KDRO Radio	W. Highway 50 Sedalia, MO	Herb Brandes	826-5005	Yes	15-30	K-12	Yes
Kim Originals	2500 E. Broadway Sedalia, MO	Bill Cline	826-2500	Yes	15	K-12	Possibly
KMOS TV Station	2100 W. Broadway Sedalia, MO	Stuart Gressley	826-1651	Yes	15	K-12	Yes
KSIS Radio	N. 65 Highway Sedalia, MO	Carl Yates	826-1050	Yes	10	K-14	Yes
Lacuma Builders, Inc.	1806 W. 11th Sedalia, MO	Bob Cook	826-0522	No	0	0	Yes
Lamm, Barnett, Crawford, Barnes, Fritz Law Firm	118 W. Fifth Sedalia, MO	Donald Barnes	826-5428	No	0	11-12	Yes
Lee's Archery Manufacturing	Route 2 Sedalia, MO	LeRoy Young	826-6762	Yes	20	7-16	No
Magistrate Judge Pettis County	901 S. Vermont Sedalia, MO	Hazel Palmer	826-8816	No	0	11-12	Yes
Mattingly's Variety Store	218 S. Ohio Sedalia, MO	Bill Stratton	826-5270	Yes	20	7-12	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Merle Norman Cosmetics	120 S. Ohio Sedalia, MO	Sandra Boul	826-6430	No	0	11-16	Yes
MFA Claims Adjustment Office	2002 W. 14th Sedalia, MO	Steve Overman	827-0670	No	0	0	Yes
MFA Insurance	1817 W. Broadway Sedalia, MO	Vic Ohman	445-8441	Yes	20	11-16	No
Missouri Division of E. S.	215 E. Fifth Sedalia, MO	Bill Giles	826-8184	Yes	25	11-12	Yes
Missouri State Bank	917 S. Limit Sedalia, MO	William Claycomb	826-1213	Yes	20-25	4-12	Possibly
Missouri State Fair	Box 111 Sedalia, MO	Myrna Ragar	826-0570	Yes	30	3-7	Possibly
Ollison's Garage	2809 E. 12th Sedalia, MO	Keith Ollison	826-4077	No	0	0	Yes
Pepsi-Cola Bottling	2910 W. Broadway Sedalia, MO	W. C. Ream	826-8144	Yes	30	4-9	Possibly
Pettis County Ambulance	626 E. Fifth Sedalia, MO	Joe Wasson	826-5316	Yes	10-15	6-12	Possibly
Post Office	405 E. Fifth Sedalia, MO	Roy Hinton	826-8887	Yes	25-30	4-9	Possibly
Ramada Inn	3501 W. Broadway Sedalia, MO	Darrell Olsen	826-8400	Yes	15	5-12	Possibly
Rest Haven Retirement Home	1800 Ingram Sedalia, MO		827-0845	Yes	10	1-9	Possibly
Retail Bakery	Sixth & Ohio Sedalia, MO	Mr. Mallory	826-6920	Yes	20	K-9	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
R. J. Reynolds, Inc.	Sedalia, MO	Harold R. Roseman	827-3395	No	0	3-12	Yes
Rick's Body Shop	Route 2 Sedalia, MO	Rick Greer	826-1157	Yes	25-30	7-12	No
Rival Manufacturing	16th & Lamine Sedalia, MO	Jim Houchen	826-6600	Yes	15	4-12	Yes
Rival Manufacturing	Miller's Park Plaza Sedalia, MO	Nyra Price	827-3860	No	0	0	Yes
Sears	110 W. Third Sedalia, MO	Finis Galloway	826-6500	Yes	10	7-12	Yes
Sedalia Computer Service	210 E. 7th Sedalia, MO	Larry McRoy	827-1990	Yes	10-15	0-12	Yes
Sedalia Democrat	700 S. Massachusetts Sedalia, MO	Don Keller	826-1000	Yes	15	K-16	No
Sedalia, Implement	2205 S. Limit Sedalia, MO	John Joy	826-0466	Yes	15-25	7-12	Yes
Sedalia, Memorial Airport	E. Highway 50 Sedalia, MO	James Addas	826-9796	Yes	Small	K-14	Possibly
Sedalia Police	Third & Osage Sedalia, MO	Bill Miller	826-0214	Yes	10-15	1-14	Yes
Sedalia Sheriffs Department	Pettis County Court House Sedalia, MO	Mr. Don Stratton Mr. Emmett Fairfax	827-0052	No	0	0	Yes
Sedalia Water Department	111 W. Fourth Sedalia, MO	C. H. Taylor	826-1234	Yes	15	6-9	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Sound Shop	1716 W. Ninth Sedalia, MO	Al Reese	827-2223	Yes	20	K-12	Yes
Southwestern Bell Telephone	220 E. Fifth Sedalia, MO	Bob Johnson	826-9800	Yes	25	K-12	Yes
State Fair Community College	1900 Clarendon Road Sedalia, MO	Fred Davis	826-7100	Yes	5-10	9-12	Yes
				Check with Betty Blackwell			
The Craft Shop	318 S. Ohio Sedalia, MO	Mrs. Boatman	827-3041	Yes	15-20	5-12	Possibly
Third National Bank	301 S. Ohio Sedalia, MO	Bob McDonald	827-3333	Yes	30-40	6-9	Possibly
Town & Country Shoes	201 N. Missouri Sedalia, MO	Charles Rayl Ken Grott	826-4490	Yes			
Robert A. Treuner Masonry Company	1703 E. Seventh Sedalia, MO	Robert Treuner	827-1474	No	0	0	Yes
Tullis Hall Dairy Company	541 E. Fifth Sedalia, MO	Mr. Funnell	826-3030	Yes	10	3-12	No
U. S. Army Recruiting Station	514 S. Ohio Sedalia, MO	Jerry Zahner	826-8879	No	0	0	Yes
Walker Publishing Company	2016 S. Main Sedalia, MO	Mark Kitch	826-8200	Yes	15	5-12	Yes
Wilken Music	Thompson Hills Sedalia, MO	Mr. Wilken	826-9356	Yes	10	4-12	Yes
Zephyr Manufacturing	400 W. Second Sedalia, MO	C. M. Huddleston	826-0352	Yes	10-15	4-9	Possibly

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Farmers & Merchants Bank	Main Street Green Ridge. MO	Bob Roach	527-3311	Yes	15-20	K-12	No
Flossie's Beauty Shop	Green Ridge, MO	Flossie Ream	527-3435	Yes	3-4	7-12	No
Green Ridge Lumber Company	Green Ridge. MO	Robert Carlson	527-3412	Yes	20-25	K-12	No
Green Ridge News	Green Ridge, MO	Jim Stark	527-3512	Yes	3-4	3-12	Yes
Green Ridge Post Office	Green Ridge, MO	Melvin Ream	527-3385	Yes	20-25	K-12	No
M.F.A. Exchange	Green Ridge, MO	Stan Bowlin	527-3313	Yes	15-20	K-12	Yes
Warren Grocery	Green Ridge, MO	Mr. Warren	527-3317	No	0	0	No
Rodewald's Cafe	Green Ridge, MO	Steve Rodewald	527-3662	Yes	15-20	K-12	Yes

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Ault's Skelly Station	1570 S. Odell Marshall, MO	Bob Ault	886-6792	Yes	20	7-9	No
Banquet Foods	253 W. Marion St. Marshall, MO	Caton Martin	886-3301	Yes	20	4-9	Possibly
Gordon Buckner	305½ E. North Marshall, MO		886-3408	Africa and Coin Col. Ham Radio			Yes
Cargill Inc.	324 N. Odell Marshall, MO	Jack Hartwick	886-7466	Yes	20-25	9	Possibly
DeKalb Ag. Research	830 N. Miami Marshall, MO	Don Wert	886-7438	Yes	10-40	5-9	Possibly
Democrat News	121 N. Lafayette Marshall, MO	Jerry Arnett	886-2233	Yes	25	7-9	Yes
Emma Creamery	Emma, MO	Homer Dierking		Yes	25	3-6	No
Farmers Savings Bank	102 E. Arrow Marshall, MO	Ed Gordon	886-7477	Yes	25	7-9	Yes
Fitzgibbon Hospital Nursing	868 S. Brunswick Marshall, MO	Lillian Best	886-7433	No	0	0	Yes
Steve Hartwig	623 N. Lake Drive Marshall, MO		886-7866	Merchandising with emphasis on shoplifting			Yes
Heinzler Brothers Welding	264 S. Salt Pond Marshall, MO	Frank Heinzler	886-7775	Yes	20-25	7-9	No
Harold Hoey	1425 E. Eastwood Marshall, MO		886-2921	No	Conservation Show Film		Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
KMMO-KMFL Radar & Instruments	W. Highway 65 Marshall, MO	Mr. Douglas Jack Abdon	886-7422	Yes Yes	20-25 20-25	7-9 3-6	Yes Yes
Marshall Chamber of Commerce	214 N. Lafayette Marshall, MO	Leo Hayob	886-7464	No	0	7-9	Yes
Marshall Floral & Greenhouse	160 W. Summit Marshall, MO	Juanita Dametz Gerri Sue Watts	886-7177	Yes Floral arrangement	20	7-9	Yes Yes
Marshall Inn	Highway 65 & Vest Marshall, MO	Dewey McKinney	886-7417	Yes	20-25	K-6	Possibly
Marshall State School and Hospital	E. Slater Marshall, MO	M. L. Daughty	886-2202	Yes	30	12-16	Possibly
MFA Research Farm	Route 1 Marshall, MO	Jim Claxton Carter Shannon	886-3668	Yes	20-25	6-12	Possibly
Missouri Valley College	500 E. College Marshall, MO	Steve Woods	886-6924	No	0	9-12	Yes
Municipal Utilities	765 W. North Marshall, MO	Robert Hayob Hubert Hinton	886-5588	Yes	20-25	K-12	No
James Nisely Lab. Technician	Odell Clinic Marshall, MO		886-3366	No	0	0	Yes
Post Office	205 N. Lafayette Marshall, MO	Mr. Weislocker	886-6200	Yes	25	7-9	No
Professional Gym Inc. Plant	805 Cherokee Lane Marshall, MO	Ray Mach	886-3042	Yes	20-25	4-12	No
Steve Rimmer	417 E. Highlander Marshall, MO		886-6124	No	Vietnam Police		Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Tygart & Arth Body Shop	207 E. Belle Marshall, MO	Ray Arth	886-3033	Yes	25	7-8	Yes
Wilson's Company, Inc.	Box 340 Marshall, MO	Don Rutter	886-5522	Possibly	12	7-12	Possibl
Wood & Huston Bank	27 North Street Marshall, MO	Mitchell Giesler	886-5575	Yes	25	7-9	Yes

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Attorney at Law	Warsaw, MO	Edwin Brady	438-5116	No	0	0	Possibly
Benton County Enterprise	Warsaw, MO	Hahlon White	438-6312	No	0	0	Possibly
Benton County R-IX	Warsaw, MO	John Boise	438-7351	No	0	8-10	Yes
Brick Mason	RFD 3 Warsaw, MO	Lee Slavens	438-5360	No	0	0	Possibly
Creasy's Insurance	Warsaw, MO	Gordon Creasy	438-5621	No	0	0	Yes
District Conservation Soil Conservation Serv. Dept. of Agriculture	Warsaw, MO	Dan Philbrick	438-6611	No	0	0	Yes
DeLong Dry Goods	Warsaw, MO	Mrs. DeLong	438-5307	No	0	0	Possibly
Durham Chevrolet	Warsaw, MO	Cloyd Durham	438-5133	Yes	10	8-12	Yes
Estes' 66 Station	Warsaw, MO	Gary Estes	438-6022	No	0	0	Possibly
Fajen's Inc.	Warsaw, MO	Mary Wray	438-5111	Yes	30	1-12	Possibly
Model Cleaners	Warsaw, MO	Richard Kingma	438-5831	Yes	20	K-12	No
Reinhart Fajen, Inc.	Warsaw, MO	Eloise Atkins	438-5111	Yes	20	11-16	No
Harry S. Truman Reservoir	Warsaw, MO	Edwin Elmore	438-6780	Yes (Plant trees, etc.)	25	4-6	Yes
Unitog	Warsaw, Mo	Osborne McMillen	438-5117	Yes	Arr.	7-12	No
Warsaw Auto Supply	Warsaw, Mo	Stan Intelman	438-7321	Yes	Small	1-14	No

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Warsaw Boonslick Library	Warsaw, MO	George Heizman	438-5211	Yes	25	K-12	No
Warsaw Post Office	Warsaw, MO	Mrs. Lloyd	438-6211	Yes	15-25	K-12	No

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Allstate Insurance	4800 E. 63rd Kansas City, MO	John Irish	333-6800	Yes	20	11-16	No
Breech Academy-TWA	6300 Lamar Avenue Mission, KS	Mickey Holiday	842-4000	Yes	20	11-16	Yes
Business Mens Assurance	BMA Building Kansas City, MO	Almeta Wilcher	753-8000	Yes	20	11-16	No
Commerce Bank	10th & Walnut Kansas City, MO	John Wells	234-2000	Yes	20	11-16	No
Hallmark	25th & McGee Kansas City, MO	Rose A. Lightle	274-4667	Yes	20	11-16	Yes
Macy's	1034 Main Kansas City, MO	Mrs. Cullen	221-3737	Yes	20	11-16	No
Patricia Stephens Modeling Finishing School	4638 Nichols Road Kansas City, MO	Sue Peterson	531-5866	Yes	60	7-12	Yes
Missouri Pacific Railroad	210 N. 13th Street St. Louis, MO	D. M. Tutke	314-2944	Yes	Arr.	7-12	Possibly

SEP 26 1975

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CAREER EDUCATION

Learning with a Purpose

ELEMENTARY 3-4 VOLUME 2

- **Career Related Activities**
- **Audio - Visual Material**
- **Sources of Career and Occupational Information**
- **Field Trip Sites and Guest Speakers**

CE 004 836

CAREER EDUCATION PROJECT
STATE FAIR COMMUNITY COLLEGE
1900 Clarendon Road
Sedalia, Mo. 65301

ACKNOWLEDGMENTS

This guide represents the efforts and assistance of many people. Special appreciation is expressed to the designated elementary participants which provided expertise and information for the development of this guide.

The guide was developed by counselors and teachers in three one-day workshops and is designed for use as an aid in providing career development activities for elementary teachers in grades three and four. Funds for the development of the guide were provided through a federal grant under the provisions of Part D of Public Law 90-576.

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The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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FOREWORD

This guide is designed to supplement the existing curriculum at the intermediate level.

It is further the purpose of this guide to suggest and outline a developmental program of follow-up activities, instead of adding to the curricula of the intermediate grades and can be implemented within the existing framework of the school. The career related materials can be developed with suggested activities and materials designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work and (4) assist the student in finding out about himself as part of the preparation for decision making. In essence, it may be said that such a developmental program at the intermediate level is designed to help the student recognize that educational experiences are a means of achieving life goals.

This compilation of ideas, sample activities and other information has been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders and school administrators.

Robert L. Brown
Elementary Specialist
State Fair Community College
Career Education Project

CAREER EDUCATION--THE STEP BEYOND

A basic purpose of American education is the preparation of people for living and, within that context, preparation of people for a career. Career Education is the development of attitudes and appreciations toward workers and the benefits each worker receives and gives as a contributing member of society. Career Education can be the focal point for developing an educational awareness of the use of skills and knowledge taught in the schools and used by adults in the working world. Career Education can be the center of the curriculum which joins school, family and community into a joint effort of educating the young. Career Education is concerned with the total development of a student. This means providing experiences for students to conceptualize the career development concepts which should be introduced to preschoolers and developed through high school.

Career development, which is a lifelong process, begins at a very early age when the child role plays various occupations in his play. He begins very early to establish his view of work and a view of himself as a worker. Career development proceeds much the same way as emotional, social, intellectual and physical development progress. Before one is ready for the next level certain concepts must be conceptualized. The child goes through the following stages. The AWARENESS STAGE, which covers the preschool period through grade six, is a period when the child not only becomes aware of himself and other people physically, emotionally and socially, but he also gains intellectual skills and knowledge. While in this stage, the child becomes interested in what adults do. He is interested in knowing how he gets the goods and services which he enjoys. He also enjoys "putting on occupational roles" by role playing the many occupations with which he has become acquainted. The EXPLORATION STAGE, which usually covers the middle or junior high school age level, is a time for some actual exploring of a variety of occupations. It is a time of self-assessment and of consideration of the various types of careers available to the individual. The student should, by this time, be able to identify who he is and that his interests and abilities are to make decisions and be prepared to adjust and change those decisions, to formulate some preferences for particular occupations and to identify various life styles he may wish to pursue. A tentative decision may be made by grade nine in order to begin the PREPARATION STAGE. This stage will last as long as necessary for the acquisition of skills and knowledge needed to enter and progress through one's occupational career.

Career Education, then, is the education of the child of today in a manner which will make his life useful and productive in the world he will live in tomorrow. It is preparing the future adult to develop the philosophy that work has value and meaning to the individual and to society. It provides an exposure to a wide variety of possible careers so that the young adult can make a career choice on the basis of his self-knowledge, his particular needs, abilities, interests and the needs of society.

Ohio Career Education and Curriculum
Management Laboratory in Agricultural Education
The Ohio State University
Columbus, Ohio 43210
1974

THE LITTLE BOY*

Once a little boy went to school.
He was quite a little boy.
And it was quite a big school.
But when the little boy
Found that he could go to his room
By walking right in from the door outside,
He was happy.
And the school did not seem
Quite so big anymore.

One morning,
When the little boy had been in school awhile,
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy.
He liked to make pictures.
He could make all kinds:
Lions and tigers,
Chickens and cows,
Trains and boats--
And he took out his box of crayons
And began to draw.

But the teacher said, "Wait!"
It is not time to begin!"
And she waited until everyone looked ready.
"Now" said the teacher,
"We are going to make flowers."
"Good!" thought the little boy.
He liked to make flowers,
And he began to make beautiful ones
With his pink and orange and blue crayons.
But the teacher said, "Wait!
And I will show you how."
And it was red, with a green stem.
"There," said the teacher
"Now you may begin."

The little boy looked at the teacher's flower.
Then he looked at his own flower.
He liked his flower better than the teacher's
But, he did not say this.
He just turned his paper over
And made a flower like the teacher's
It was red, with a green stem.

*By Helen E. Buckley

On another day,
When the little boy had opened
The door from the outside all by himself,
The teacher said:
"Today we are going to make something with clay."
"Good!" thought the little boy.
He liked clay.
He could make all kinds of things with clay:
Snakes and snowmen,
Elephants and mice,
Cars and trucks
And he began to pull and pinch
His ball of clay.

But the teacher said:
"Wait! It is not time to begin."
And she waited until everyone looked ready.

"Now," said the teacher,
"We are going to make a dish."
"Good!" thought the little boy.
He liked to make dishes,
And he began to make some
That were all shapes and sizes.

But the teacher said, "Wait!
And I will show you how,"
And she showed everyone how to make
One deep dish.
"There," said the teacher
"Now you may begin."

The little boy looked at the teacher's dish.
Then he looked at his own.
He liked his better than the teacher's
But he did not say this.
He just rolled his clay into a big ball again
And made a dish like the teacher's.
It was a deep dish.

And pretty soon
The little boy learned to wait,
And to watch,
And to make things just like the teacher.
And pretty soon
He didn't make things of his own anymore.
Then it happened
That the little boy and his family
Moved to another house,
In another city,
And the little boy
Had to go to another school.

This school was even bigger
Than the other one.
And there was no door from the outside
Into his room.
He had to go up some big steps,
And walk down a long hall
To get to his room.
And the very first day
He was there
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy,
And he waited for the teacher
To tell him what to do.
But the teacher didn't say anything.
She just walked around the room.

When she came to the little boy
She said, "Don't you want to make a picture?"
"Yes," said the little boy,
"What are we going to make?"
"I don't know until you make it," said the teacher.
"How shall I make it?" asked the little boy.
"Why, any way you like," said the teacher.
"And any color?" asked the little boy.
"Any color," said the teacher,
"If everyone made the same picture,
And used the same colors,
How would I know who made what,
And which was which?"
"I don't know," said the little boy,
And he began to make a red flower with
a green stem . . . .

GUIDE UTILIZATION

The activities included in this guide can be adapted for use in any subject area; however, some of the activities lend themselves for use more easily than others in a certain subject area. The format used for this activity guide attempts to point out suggested areas for specific usage.

The activities contained in Volume I pertain to social studies. Also included is a Missouri Unit with many student worksheets.

The subject areas used to group the activities in Volume II are as follows: fine arts, language arts, math, and science.

Listed with many activities are resource materials. Once again, these items are merely suggestions and do not have to be used specifically.

Also included on each page is a column entitled Evaluation/Outcome. This space is intended to be used for indicating a desired outcome for each activity. It is felt that many times the best outcomes from a particular activity are not measurable. Therefore, this column is included so that nonmeasurable objectives could be used with this guide.

Included also is a selection of career related games and puzzles that were developed by students from a participating school.

GOALS OF THE AWARENESS PROGRAM

FOR GRADES THREE AND FOUR

1. The students shall have experiences that relate to life goals and occupations.

2. The student shall learn the importance of responsibility and dignity of work in becoming a worthwhile citizen.

3. The student shall further develop understanding of self as an individual, in relation to home, school and society.

LANGUAGE ARTS

OBJECTIVE: To understand some ways in which language arts are used in some occupations.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Take a field trip to a factory or an airport or another place where many occupations are represented. Afterwards, discuss the different occupations you saw, which workers had to be proficient in reading and writing, and which workers depended on others to do their work. Later, children may want to list several occupations they are considering and go to the school library to "research" them in encyclopedias and world books.	Encyclopedias, World books	Each student should be able to tell something about some occupations he is interested in and what preparation is required for them.

OBJECTIVE: To develop experiences that relate to life goals and occupations.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. From newspapers, find and cut out examples of: common nouns proper nouns pronouns indefinite pronouns adverbs adjectives verbs 2. Paste examples on oak tag chart for study 3. Discuss the various jobs that must be done in order to publish a newspaper. 4. Take a field trip to the Sedalia Democrat.	Copies of newspapers, scissors, paste The Newspaper in the Classroom by Hope Shakleford Field trip to Sedalia Democrat	The student will be more aware of parts of speech. The student will know about jobs in his community

OBJECTIVE: To develop the skill of sequencing.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Art & Music)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Make up or tell a story about community helpers to class. Divide the story into sections. Then have each student draw a picture for each section. When finished, mix up the sections. Each student working independently puts the story together again using pictures.	Stories, crayons and paper "Community Helpers" Bulletin board cut outs, Trend Enterprises Invite some community helpers to school to talk. "Flip-Chec Perceptual Puzzle"	The student will understand how to sequence things and its value to a story.

OBJECTIVE: To develop career awareness through a composition.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY English

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Bulletin board: "I Want to Be . . ." 2. Have children write a story telling what they want to be. Then draw a picture of the job they want. 3. Put the picture over the story on the bulletin board.		Be aware of the different careers and write a composition using correct English.

OBJECTIVE: To develop career awareness through creative writing.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Creative Writing)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Topics for Creative Writing What I Want To Be When I Grow Up My First Day at Work A Day on the Job Helping Others Make My Work Worthwhile My Mother (or Father) Works as a ________ My Big Brother (or Sister) Works as a ________ My Three Wishes What I Do Best My Strengths and My Weaknesses Why We Should Work Together Why I Want To Work Why Some Workers Lose Their Jobs		Be aware of different occupations.

OBJECTIVE: To promote awareness of a career of newspaper reporter.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Newspaper or Magazine Reporter)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have students write their own short newspaper or magazine stories for the following or similar events. Emphasize that each story must include who, when, what, where, and how or why. Life Discovered on Mars New Type of Fuel Invented Big Winter Blizzard in Midwest Bones of New Type of Dinosaur Found	Pencil and paper Encyclopedia Newspapers and magazines	Students will learn the essentials of a good news story and become familiar with the type of work in the news reporting career
2. Have the students read their stories to the class or bind them together so that students may read them during free time.		
3. Read some newspaper articles and pick out the who, what, when, where, and how or why.		
4. Discuss and explore the career of newspaper or magazine reporter.		

OBJECTIVE: To promote understanding of career qualifications.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Communication Careers)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Child acts as interviewer on a T.V. show (Today Show) any question and answer show. Others may act as guests.	Tape recorder or large box	To appreciate and understand the job of an interviewer, to develop skills in listening and thinking.
2. Write an invitation to a parent or resource person to come to class to explain their job.	List of parents' & resource person's occupations	To understand needs of various jobs, to learn correct letter form. Certain qualifications are required.
3. Write a letter of application.		
4. Write a paragraph telling what he would like to be and why.		Organize sentences for paragraphing.
5. On an overhead projector, have children match items then identify verbs. 1. reporter a. sells a product by pointing out good qualities 2. cartoonist b. sends telegraphs 3. photographer c. gathers and writes news 4. publisher d. takes pictures 5. telegrapher e. prints and sells books and magazines 6. advertiser f. draws a story	Overhead projector and list of occupations.	To learn job names and identify verbs.
6. Letter writing—using correct form, capital letters, acceptable sentence structure and neat hand writing.	K-2 Career Book	To obtain information about certain careers.

OBJECTIVE: To explore various careers using library materials.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Visit the local library with the purpose of finding informative books on future occupations of students.	Library "Cooperative Librarian"	The student will learn to find where to look for information in the library. After finding material, facts about writing book reports will be understood by the student.

OBJECTIVE: To develop awareness that hobbies can be a career.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Write letters to mothers inviting them to school to hear a speaker.		The student will identify ways he can find enjoyment in work as well as play.
2. Mrs. Brenda Corbett of the Craft Shop in Sedalia visited our classroom, brought samples, etc.	Materials from the Craft Shop	Learn that a hobby is a "fun" type of work.
3. Children visited the shop, purchased materials and made projects.		Recognize that students have different likes and abilities.
4. Teacher purchased acrylic paint and class painted pictures on wood for parents' Christmas gifts.		
5. Class wrote thank you letters to Mrs. Corbett.		
6. We are planning a hobby show in April.	Children bring hobbies to school to display at open house.	
7. This also worked in with our unit on letter writing.		

OBJECTIVE: To develop awareness of sport careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Letter Writing)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Write a letter asking a professional athlete to visit the class. This gives so much incentive because to have an important person read their letters is really a thrill. Because language arts is related so much to reading, a sports page could be brought in for supplementary reading material.	Professional athlete Sports page Writing material	The student will discuss the business, educational and physical aspects of professional sports. The student will be able to correctly write letters as well as thank you notes

OBJECTIVE: To explore careers available in the community.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Civics, language and spelling, art, reading, math)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Talk about job opportunities in your community. Study the Want Ads and other items in the paper and list the variety of jobs that are open. Check for jobs that ask for experience, for special education or training, and jobs available for unskilled or inexperienced workers. Separate the jobs for men and those for women. If the hours or salary are given, keep record of that. 2. Group make a chart showing employment available in your area. Some employers could be called to obtain information in regard to the position open. Union members, Chamber of Commerce, etc., could be contacted.	A newspaper for each student.	Students will be more aware of employment opportunities and variety of industry and occupations in an area.

OBJECTIVE: To develop awareness of communication careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Communication)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Read a story or book having to do with some aspect of careers in communication. Report to class by choosing a career related activity such as: 1. Write an advertisement concerning main idea of book. 2. Draw a cartoon. 3. Design a cover. 4. Tape an announcement (radio or T.V.) of the main idea of new book. 5. Write a review for a newspaper. 6. Write a letter or telephone a friend to recommend the book. 7. Write a T.V. or movie script from book.	Wise, William, From Scrolls to Sattelites Parents Magazine, Press, 1970. Foster, G. Allen. From Primitive Tom Toms to Telstar. Criterion, 1965. Rogers, Trances and Beard, Alice. Heels, Wheels and Wise, Lepencott, 1967. Colby, Carroll B. How Wires Talk to Man Across Land, Sea and Space, Coward 1964. Latham, Jean, Samual F.B. Morse, Garrard Pub. Co. 1961, Montgomery, Elizabeth, Alexander Miahm Bell, Garrard Pub. Co. 1963	To encourage reading and organization of main ideas to appreciate diversity of occupations.
2. Newspaper--Find stories, articles, or pictures of communication related to occupations. Skim for communication related words. Search want ads for job opportunities and required qualifications.		
3. Bulletin Board Tree--to advertise books read by children. Discuss how advertising helps others want to read and the importance of advertising.	Newspaper Construction paper for tree and leaves	

OBJECTIVE: To become aware of the many choices of occupations in the field of communications.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Communication Careers

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Introduce through a bulletin board showing as many occupations as possible, which are involved in communication. Have children cut out pictures or use original drawings to develop a career collage. Show communication in daily life, business and industry, agriculture and transportation. Suggested List Advertising Cartoonist Commercial artist Journalism--Foreign correspondent--War correspondent Movies Photography Public Relations Publishing Radio Television Telephone Telegraph Writing		

OBJECTIVE: To show the career value of a school curriculum.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. How can I use the subjects I learn in school? 1. Jobs needing reading skills. ____ 2. Jobs needing writing skills. ____ 3. Jobs needing speaking skills. ____ 4. Jobs needing arithmetic skills. ____ 5. Jobs needing "good citizenship" skills. ____ 6. Jobs needing other school skills. ____ 2. Now write a paragraph explaining why school is truly important to you.	Ditto questionnaire	To understand the need of various skills required for obtaining a job.

OBJECTIVE: To learn terms associated with various careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Communication Careers)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Learn to spell the list of communication related words.	Word list	To learn job terms and spell difficult words.
2. Do a crossword puzzle of careers in communication.		
3. Collect a list of misspelled related words. Write the words in sentences to be corrected by children.	Collection of misspelled words and overhead projector	Identify misspelled words and learn to spell correctly.
4. Scramble words for children to write correctly.		

OBJECTIVE: To help the student learn to verbalize correctly. Also to attach meaning to objects.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
"Let's Pretend Game" Have the children divide up in pairs. They pantomime an occupation from a group of pictures. The pictures are cut from magazines by the students.	Magazines--Could have a large list of all occupations to further associate. "Community Helpers" Creative Visuals Community Helpers Bulletin Board Cut outs, Trend Enterprise Community workers Lecture Field trip	The students will be awa of occupations shown in magazines. They will lear the different movement of different jobs. They will be able to verbalize about different occupation

OBJECTIVE: Auditory learning directed toward helping the student to gain meaning from spoken language and other auditory symbols.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Tape record voices of teachers, secretaries, janitors and cooks in the school. Also could use student friends from other classes. Let the children see how many they can recognize.	Tape recorder, school teachers, cooks, maids, janitors, principal, and secretaries	The student will learn of the different jobs at school. He will also learn the importance of listening carefully.

OBJECTIVE: To develop sequential memory.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Listening)

	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1.	Five children stand in front of the room and say their occupation aloud. They then switch places and others try to name all five correctly. If someone does, they get to go to the front and pick four others to name occupations with him. Each group must think of different names to make the game more interesting.	Occupation cards from the Peabody Kit #1	Children can recall many different occupations and also develop listening skills.
2.	Game of Wish: One child is "it" and another has a magic wand. The second child says, "Wish, oh, wish, oh, what do you wish?" The first child may say, "I wish I were a banker." This continues with several children as the magic wand is pointed at them. The class tries to remember the order in which the occupations were named. The first person to name them in order gets to use the wand for the next game.		

OBJECTIVE: To gain self-confidence in verbal expression.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Cut out strips of construction paper and list an occupation on each strip. The number of occupations would depend on grade level and time during the school day. Put the strips in a box and let each child in the room draw one strip. One at a time, the students would name the occupation and stand up and state in two complete sentences what a person would be required to do in that occupation. Example: Teacher 1. A teacher must graduate from college and earn a degree in classroom teaching. 2. A teacher should be a person that likes to be with children.	Construction paper "I Want to Be" Series Set 24, Benefic Press Filmstrip "What is a Job" Bulletin board Pin up SFCC AV Library What Happens Series	The children will gain self-confidence in speaking in the class. They will learn to express themselves clearly by using complete sentences in their answers.
2. Make T.V. from reference box for children to sit in and speak to class, use puppets, etc.		

OJBECTIVE: To teach the relationship of the newspaper industry to occupations and life goals.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Study different newspapers. Discuss and make lists of different occupations related to newspaper. a. editor b. typist c. writers d. advertising salesperson e. artist f. photographer g. pressman h. secretaries	Newspapers Books: How Printing Helps Us, Basic Understanding Series, Benefic Press; Come Work with Us in a Newspaper, Houghton [illegible]fflin; What Happens at [illegible] Newspaper, Reilly and Lee Books; Careers in Printing, Lerner Publications Company	
2. Discuss skills needed for each job. Then select a job to write a report about.		
3. Visit a newspaper or have editor as a guest speaker.	Resource person	
4. Plan a weekly or monthly class newspaper. a. write stories b. draw cartoons c. proofread d. take pictures e. write ads or draw	Paper, camera, film camera Childcraft, No. 10 a. Getting the News b. In the Newspaper Office c. Getting Ready to Print the Paper d. From Press to Newsstand	

OBJECTIVE: To learn proper form in writing of different types of letters.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Writing (Weather)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Write to the U. S. Weather Bureau in Washington, DC and ask for an official weather map.	U. S. Weather Bureau	Will learn how to write business letter.
2. Write thank-you notes after visit to local radio station.	Most any language book on writing thank-you notes	Children should learn that good manners require the writing of thank-you notes.
3. Weather slogans may be used for a writing lesson.	Childcraft Vol. 3 pp. 52-53	Correct way of writing capital letters.
4. Keep a daily diary of weather temperature, rainfall, time sun rises and sets.	Weather Charts, K.C. Star Books: Everybody's Weather (Proverbs about weather) by Joseph Gaer J. B. Lippincott & Co. Philadelphia & N.Y. What Happens At a Weather Station, State Fair Community College, Sedalia, MO	Importance of record keeping.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Weather - Vocabulary Study)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Study of words related to the study of weather. air pressure aneroid barometer meteorologist thermometer anemometer atmosphere calibrate precipitation meterology	Today's Basic Science, grade 4, Harper & Row Publisher Dictionaries The Air About Us by Bertha Morris Parker Harper & Row Let's Go to a Weather Station, by Louis Wolfe G. P. Putnam's Sons Clouds, Rain, and Snow by Bertha Morris Parker Harper & Row Flannel board material "Weather" Milton Bradley Company	A better understanding of words used by forecasters.

OBJECTIVE: To learn the value of money and how to buy and sell items.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY English

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Salesman or saleswoman--Buying and selling books and pictures. (Paperback books from Weekly Reader and Giant Photos)	Paperback books from Weekly Reader and Giant Photo folder.	Counting money. Trying to sell items.

OBJECTIVE: For the student to understand self as an individual.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Writing stories or letters. Use puppets and develop story, "Who Am I?" "I Am Glad I'm Me" "I'm Important!"	Paper, pencil Puppets	Writer of short stories for money or pleasure How do I feel about me? Realization, I'm the only me!

OBJECTIVE: To improve handwriting as a tool used to express ideas and thoughts in written language.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Penmanship

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Introduce skywriting. Have children participate.	"Right-Handed Manuscript Chart"	Legible writing
2. Introduce practice on cursive letters, lower case, with humps, h, m, n, u.	"Left-Handed Manuscript Chart"	Proper sitting position while writing.
3. Write sentence "The quick brown fox jumped over the lazy dogs." This provides practice of all letters in the alphabet.	"Transition Chart" Order from The Zaner-Bloser Co., 612 N. Park St. Columbus, OH 43215	
4. Children evaluate handwriting from Guide on page 21 of Reference Manual for Teachers.	Reference Manual for Teachers	Evaluation of own penmanship and being able to follow instructions.

OBJECTIVE: To develop career awareness through oral reading.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Reading)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Children love to read in front of a class, so for the third graders they could read the "I Want to Be" books to their classmates. After each book, the class discusses all the aspects of that occupation. If they can know in advance, some children would like to dress up while they read the book to the class.	"I Want to Be" Series published by Children's Press. The set includes" "I Want to Be" pilot, policeman, postman, restaurant owner, road builder, scientist, ship captain, space pilot, teacher, storekeeper, baker, ballet dancer, baseball player, bus driver, carpenter, fisherman, coal miner, cowboy, dairy farmer, dentist, doctor, fireman, homemaker, librarian, mechanic, musician, news reporter, telephone operator, train engineer, truck driver, zookeeper	
2. Fourth graders could ask lower grade teachers if they could read to their classes. The younger children really love to hear the older children read, and they would also learn about occupations.		

OBJECTIVE: To correlate famous people and their careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Bulletin board titled: "Whoooo Knows Whoooo I Am" 2. Have pictures of famous people on the board and have the children guess who they are and what famous job they have.		

OBJECTIVE: To develop career recognition.

GRADE LEVEL OR SUBJECT Three and Four **AREA OR UNIT OF STUDY** Language Arts

CAREER RELATED ACTIVITIES

D	E	H	J	K	M	P	L	U	M	E	R	L	D	E	N
F	B	D	O	C	T	O	R	Q	T	N	F	G	M	P	C
G	I	C	D	N	[illegible]	E	P	R	S	G	H	Q	R	S	D
C	A	R	P	E	N	T	E	R	L	I	I	V	U	X	E
O	U	D	A	C	B	B	G	A	K	N	J	W	Y	T	H
W	V	C	E	F	D	H	S	C	I	E	N	T	I	S	T
B	A	N	K	E	R	V	T	U	W	E	F	G	A	Z	I
O	W	J	Y	A	A	X	R	S	Y	R	E	B	H	I	S
Y	X	R	Z	B	C	Z	Q	O	N	D	C	J	K	M	T
N	O	S	P	Q	E	L	E	C	T	R	I	C	I	A	N
T	S	E	R	A	R	T	I	S	T	L	P	I	Y	Z	E
M	U	I	V	O	K	X	W	J	A	D	C	H	B	F	G

RESOURCES

Copy of puzzle for each child

EVALUATION/OUTCOME

Make recognition of various careers that are fun for children.

OBJECTIVE: To practice locating and correcting spelling errors.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Spelling)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Sloppy Speller Day--Mistakes are to be collected during the study of careers. Then on "Sloppy Spelling Day" sentences can be written on the overhead with the mistakes such as: The landlord dented all the rooms. All the baseball players showed great deam work. The musciian played five songs.	Collection of mistakes made earlier during career education stydy.	Help them become aware of mistakes and be able to correct them.
2. The children copy these in their best handwriting and count the mistakes they found on Sloppy Speller Day.		
3. The children can also make up sentences for other children to spot errors.		
4. Race: 15 to 20 sprint for sharpened pencils neatness correct size of letters correct shape spacing slant, etc. Each child that wants to enter his paper for competition may pin it on the board. Then the paper is placed on the race track according to the number of points it received.		

OBJECTIVE: To promote good grammar through career activities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Grammar Usage)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. To stimulate good grammar usage, make the bulletin board described. Then as the children make mistakes in grammar during the day, the teacher tears off a piece of the snowman. At the end of the project, some children may have only the fireman's, nurse's, or policeman's hat left on the board.	Snowmen dressed as different careers (no 2 alike) Bulletin board titled "Don't Let Your Snowman Melt"	Research for at least 30 different careers and what the uniform would be.
2. Children sit in a large circle and pile the hats in the center. Two at a time they choose a hat, put it on, and do what a person wearing that hat would do. A musical hat game is played by exchanging hats and when the music stops they do the activity concerning that career.	Childcraft published by World Book has a unit called "People Who Work in Special Clothes" and "Hats and Helmets" Collect hats or have the children make them. Game hats may be borrowed from State Fair Community College	

OBJECTIVE: To develop career awareness through creative writing.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Forms of Be)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. The child would write a paragraph about what his father's occupation is, and underline "is" and "are" each time they use them. They could also write about what their mother or anyone else does, and try to use the form of be as much as possible.	Book series, "I Want to Be" Children's Press	Make the children begin thinking about their future.
2. The child might also like to read some of the set of books, "I Want to Be." Then as a follow-up they could write or talk into a tape recorder what they would like to be.	Tape recorder KT CE4 Career Awareness Program (featuring Popeye the Sailor) State Fair Community College	

OBJECTIVE: To explore the career of proofreader.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Finding Simple Sentences in Longer Ones)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. If possible, the teams should have the same newspaper. Have them find long sentences that they would like to make into short sentences. Have them identify them by using a crayon to mark over the complete sentence. To follow up this activity, put these sentences on the overhead the next day and see which team found the best sentences.	Newspapers Crayons	Awareness of all the items, and the work included in the production of a newspaper. Stress proofreader
2. Discuss the various jobs concerning the newspaper. This would be a good time to stress the proofreader.		
3. Look in ads and find: How many job opportunities? How many require training? Do any require high school diplomas? Do any require college diplomas?		

OBJECTIVE: To learn the duties of specific careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Verbs--s form)

CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
The overhead projector would be a good place to put this matching game. Let the children match the items and then identify the verbs.		Overhead sheet	Match person with one phase of his job and become aware of "s" form of a verb
Doctor	puts out fires		
Teacher	takes care of home		
Nurse	writes letters		
Farmer	helps you to learn		
Reporter	treats illness		
Secretary	helps doctors		
Housewife	raises crops		
Pilot	keeps law and order		
Policeman	makes passengers comfortable		
Fireman	flies a plane		
Stewardess	gathers news and writes stories		

OBJECTIVE: To promote verb recognition through career related activities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Verbs)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Game--Stirring the Mush It stands at the front of the room pretending to stir the mush. It says, "I'm tired of stirring the mush." Everyone says, "Why?" It says, "Because (name of classmate) won't be a trucker and drive around the room" or "Because (name) won't be a singer and sing around the room" or "Because (name) won't be a librarian and straighten the books around the room." If the child whose name is called does the action, he gets to be "it" next time. Find verbs in the books and record them on a list for the entire class to use as they do more work on making up various sentences about occupations.	"What Happens" Series of 19 books that would be a bood introduction to this activity. They may be obtained from the State Fair Community College.	Understand verbs. Help the child recognize verbs in books.

OBJECTIVE: To compare persons and occupations through the use of indefinite pronouns

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Indefinite Pronouns)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have several children stand in front of the room. Everyone is to look at them and make up sentences, such as: Someone has red hair. Everyone is in the third grade. I see someone picking up something.		
2. This could also be used to compare various occupations. Everyone likes to have a nice home. Someone who can make your home look nice is a house painter.		Compare verbally persons and occupations using indefinite pronouns.

OBJECTIVE: To develop awareness of careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Personal Pronouns)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have the children with the aprons on, stand in front of the room. One child relates a riddle. Each time he uses a personal pronoun, he gets a point. For example: I work in a store. You can come in and buy things. We sell many things. She could buy a swim suit. He could buy a baseball. What kind of a store do I work in as a salesman? Answer: Sports Store	Make an apron for each of the 7 personal pronouns or aprons for different occupations. Instructions for making the aprons can be found in the "Childcraft" published by World Book.	Help them comprehend many things about the various jobs a person might do. Promote listening skills.

OBJECTIVE: To promote understanding of the careers of their parents.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Informal Letter Writing)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Write an invitation to parents to visit the class and explain their job.	List of parents and the occupations of each	
2. Write letters to exchange with another class in the system or in another town. They could relate to the other children what they plan for the future. It seems to have more motivation for the children when they know someone will be reading their letters.		Be able to use the correct form for a letter and address an envelope. Better understand parents professions

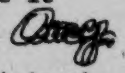
OBJECTIVE: To develop career awareness through creative writing.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Paragraphs)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Practice writing creative paragraphs by using three paragraphs: In 1994 What will you be? Where will you be? Who will you be? Write their own autobiography When I was a baby. Before I came to school. Now I'm in school.		Organize paragraphs and become aware of their own future and past.

OBJECTIVE: To stress the importance of a child's name.

GRADE LEVEL OR SUBJECT Three and Four **AREA OR UNIT OF STUDY** Language Arts (Proper Nouns)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Make a large mural and have each child draw himself in the setting chosen by the class. Observe how he feels about himself by the way he draws himself.	Poems: "Boys' Names" and "Girls' Names" by Eleanor Farjeon. Can be found in The Roberts English Series, Book Three, published by Harcourt, Brace and World	
2. An art project to use the child's name is done by writing his name in cursive and then write it again with another color. For example: 		
3. Have someone from the telephone company visit the classroom to relate the different jobs done by the person in the company and tell the children how important names are to the telephone company.		Stress importance of names and how they are used by the telephone company

OBJECTIVE: To promote an understanding of determiners through career related activities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Determiners)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Make a grab bag with predicates that would go with "The boy" or "The girl." Examples: will be a truck driver, will become a television interviewer, or someday will become an author. Each child will draw from the bag and read the entire sentence using "The boy" or "The girl" with a stress on THE.	Grab bag or basket	To realize that "the" is a determiner and comes before a noun. Note also that there are other determiners.
2. Then try in using a, this, and some.		

OBJECTIVE: To instill self-esteem and self-value.

GRADE LEVEL OR SUBJECT Three and Four **AREA OR UNIT OF STUDY** Language Arts (Fables)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Make a booklet and illustrate each of these morals:		
2. A person who always does his best can often surpass one who has greater abilities.	"The Tortoise and the Hare"	To enjoy fables and to help them think about themselves with special emphasis on "The Best Treasure" about working hard.
3. If you often tell lies, people will not believe you when you tell the truth.	"The Boy that Cried Wolf" "The Wind and the Sun"	
4. Persuasion is usually better than force.	"The Best Treasure"	
5. The best treasure is what we get from hard work.	These may be found in the Third Book of The Roberts English Series, published by Harcourt, Brace & World Others are in the "Child-craft" by World Book	
6. There are many other fables that could also be used. A creative class might even try to write a fable.		

OBJECTIVE: To promote language development through career related activities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Nouns)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Game: One child sits with his back to the group. A child in the group says, "I'm a Salesman," etc. in a disguised voice. The child with his back to the group tries (in three guesses) to find out who said it. If he gets it right, he gets to stay at the front; and if not, he exchanges places with the child that said the sentence with the noun.		Understand nouns, make complete sentences, listening carefully, and thinking of different careers.

OBJECTIVE: To provide practice using the alphabet.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Use a sentence concerning careers for the children to de-code such as: the postman brings the mail to our house. 2. Write it this way: sgd onrslzm aqhmfr sgd lzhk sn ntq gntrd 3. Then have the children write the letter that comes after each letter to de-code it.	A group of sentences made up ahead of time for the children to de-code.	Reinforce the order of the alphabet.

OBJECTIVE: To develop career awareness.

GRADE LEVEL OR SUBJECT Three and Four **AREA OR UNIT OF STUDY** Language Arts (Dictionary)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Scramble a list of various careers and have the children put them in order. The list could include: artist, bus driver, clown, dancer, electrician, farmer, grocer, housewife, ice cream maker, judge, kennel owner, letter carrier, musician, nurse, office worker, paleontologist, quarterback, rocket builder, scientist, tailor, underwater photographer, veterinarian, weatherman, x-ray man, youth leader, and zookeeper.	List of careers	Basic understanding of alphabetical order
2. It says: "If you can name an occupation that begins with A, you may cross over my bridge." The child that can goes between the chairs. If he cannot, he goes to the end of the line to await another letter	2 Chairs	

OBJECTIVE: To provide practice in using good grammar.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Predicates)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Half the class is to write subjects using words from the poem such as: blocks, castles, docks, rain, mill, kings, etc. The other half of the class will write predicates that could go with some of these subjects. Collect all the subjects and predicates, then put them together at random for some good laughs and also understanding.	Poem "The Block City" by Robert Louis Stevenson	
2. Use the blocks .to have one or more children act out the poem as you read it.	Blocks	Understand predicates and stress imaginative leisure activities

OBJECTIVE: To practice punctuation through career related activities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Structure of Sentences)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Hold up pictures of various careers and have the children in each group race to write a complete sentence. For example: One child would write "the" and the next child would write "lifeguard" and the next would write "saved" then "his" then "life." The first team to get a complete sentence like: "The lifeguard saved his life" would get a point.	Pictures of people in various careers	Child must be aware of capital letters, periods, and complete sentences.

FINE ARTS

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OBJECTIVE: To learn the necessary components of a good floral arrangement.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts - Floral Arrangement

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Floral arrangements	Books in library about flowers. Resource person: Someone from local florist to do a demonstration on flower arranging. Slides on different flowers Visit local florist. Film: Missouri Conservation Commission, Wild Flowers of Missouri	Children become aware of creating a thing of beauty. They were amazed to know how many corsages, etc., were made at Easter. Learn names of flowers. Learned balance needed in color as well as height.
	Draw pictures of arrangement.	Found how difficult it is to reproduce 3-D picture into a flat picture.

OBJECTIVE: To help children understand that hobbies and interests sometimes lead to vocations.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Fine Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Discuss definition of "hobby" and what hobbies members of the class have. Children may have a hobby show.		
2. Children could try to decide what occupations certain hobbies could lead to.		
3. A person may be invited to speak to the class whose hobby led to a vocational choice.	Resource person	Children should be aware of what occupations their interests could lead to.

OBJECTIVE: To learn weather terms and facts through the medium of music.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts (Weather and Music)

	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1.	Weather can be taught in a most agreeable way through music. These are catchy tunes that teach terms and their meanings, explaining such things as the water cycle, what makes lightning and many more. A most enjoyable way to learn scientific terms.	"Weather Songs" by Tom Glazer, Argosy Music Corporation Let's Go to a Weather Station by Louis Wolfe G. P. Putnam & Sons "Oh, What a Beautiful Morning" "Raindrops Keep Falling on My Head" Clouds, Rain, and Snow by Bertha Parker, Harper and Row Flannel Board Material "Weather" Milton Bradley Company	Children will learn scientific terms in an enjoyable way.
2.	Play some records pertaining to weather in popular songs.		Enjoyment of music but awareness of importance of weather even in song writing.

OBJECTIVE: To illustrate a career choice by the use of visual media.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts (Music, Art & Dramatics)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Collect pictures of professional workers and the work they do. 2. Prepare scrapbooks of people at work.	Books: The Wonderful World of Medicine, P. R. Caeder, Garden City, New York Doubleday & Co., 1968. What Does a Policeman Do? J. Johnston and M. Harris, New York, Dodd, Mead & Co., 1959. Occupational Outlook Handbook, U. S. Department of Labor, Washington, D.C., Government Printing Office, 1970-71. What Does a Civil Engineer Do?, R. Wells, New York, Dodd, Mead & Co., 1960. Should I Study Engineering?, Austin, Texas, Engineering Foundation, University of Texas	Each child will draw a picture that portrays a career choice. Vocabulary: service helping responsibility professional

OBJECTIVE: To encourage students to observe jobs and to study the skills they require and the working conditions involved.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts (Music, Art & Dramatics)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Invite a school music teacher to: a. discuss what he does b. discuss what tools he uses c. demonstrate his skill d. involve children in simple musical activities	Simple musical instruments	
2. Invite an artist or art teacher to demonstrate a variety of crafts. Let children become involved in simple art projects.	Appropriate materials	
3. Invite a drama teacher or drama student to class to discuss their work. This resource person might want to dramatize a simple story with puppets or let children guess what they are pantomiming.	Puppets (optional)	
4. The children can assemble a display to be entitled "People Who Give Us Fun." This might include tools or equipment that the people use.	Pictures, paint brush, paints, musical instruments, etc.	
5. Use related books.	Patty Paints a Picture, Laura Bannon, Albert Whitman, 1948.	

OBJECTIVE: To develop self-awareness and value.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Discussion of each child's differences height color weight color of hair, etc. 2. Bring in baby pictures and discuss the difference.	Listener, Musical Motivators Series Tape #2 "Differences are Nice"	The children should develop a feeling of worthwhile as they hear the rest of class accepting their ideas and suggestions.

OBJECTIVE: To develop an awareness of specific careers in the area of fine arts.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Those children who are particularly interested in occupations associated with the fine arts will want to investigate related occupations and report their findings to the class.		Each student will be abl- to write a story explaining how career aspiratio must be related to abil
2. The class may develop a bulletin board around the theme, "Jobs in the Arts."	Pictures of musicians, artists, actors, etc.	
3. The children may read related books.	The Wonderful World of Music, Britten, Benjamin, Holst, and Imogen, Doubleday, 1956. The World's Greatest Showman: The Life of P. T. Barnum, Joseph, Bryan, Random, 1956. Boyhoods of Great Composers, Catherine Gouch, Walch, 1960. The Wonderful World of Dance, Arnold Lionel Haskell, Doubleday, 1960. This is an Orchestra, Elsa Z. Posell, Houghton, 1950. The Little Ballet Dancer, Monica Stirling, Hale, 1951. Skating Shoes, Noel Streatfield, Random, 1951. Ballet Teacher, Lee Ryndham, Messner, 1956	

OBJECTIVE: To develop a knowledge of the qualifications necessary to function in a fine arts career

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. The student will make an illustrated notebook depicting career choices in art, music or drama and how a student's hobby may enhance that career. 2. The student will develop a bulletin board of hobbies and interests and show their relationship to possible job opportunities in art, music and dramatics. 3. The student will select art activities which demonstrate skills that are pertinent to art related jobs. The student will show his work to the class.		

OBJECTIVE: To give practical experience working with art patterns.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Art

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Trip to discuss beauty in colors and patterns found in materials. Discuss how these are used by artists to express ideas.	Catalogs, fabric shops	Develop appreciation for patterns found in materials. (checks, plaids, all over and repeat designs)
2. Design their own patterns and designs like from material and wallpaper.		

OBJECTIVE: To explore the occupation of cartoonist.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts--Art

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Newspaper Cartoonist		
1. Look at some news cartoons in newspapers.	Newspapers	Students will realize that cartooning is a real occupation and those students with artistic ability may be spurred to thinking of an occupation for which they have talent.
2. Have students skim newspapers or weekly readers for articles in the news about which they could draw a cartoon.	Weekly readers Paper, pencil	
3. Draw the cartoons and color if desired.	Crayons	
4. Display the cartoons on the bulletin board.	Encyclopedias	
5. Discuss the career of newspaper cartoonist and do research about famous newspaper cartoonists.		

OBJECTIVE: To devleop an awareness of orchestral careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Study of the orchestra: A. Different sections a. strings b. percussion c. woodwind d. brass B. Instrument recognition	See and hear different instruments	Be aware that music is a career.

OBJECTIVE: To develop responsibility and self-esteem.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Make lists of what good manners are. 2. Make a list of what your responsibilities are at home and at school.	Listener Musical Motivators Series Tape #6 "It's a Matter of Manners" and Tape #11 "Consideration"	The child should realize the value of good manners in getting, keeping and becoming friends. Also he should learn to assume his own personal responsibilities as a member of groups in school as well as at home.

OBJECTIVE: To develop an awareness of composing as a career.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Play some familiar songs for the students. Examples: Star Spangled Banner Battle Hymn of Republic America the Beautiful America Oh! Susannah Camptown Races	Piano or records Music books Music teacher Books Talks with Great Composers, Arthur Abell Lives of American Composers, Katherine Bakeless Music Appreciation for Every Child, Gilman Boyhoods of Great Composers, Catherine Gough Stephen Foster, America's Troubadour, Howard Stories of Our American Patriotic Songs, Lyons Young Music Makers - Boyhoods of Famous Composers, Wicker Highlights - often has stories about composers	Students will become familiar of some famous composers. Students will have a chance to put their ideas together with music.
2. Discuss term "composer." Then read or listen to stories about composers. Examples: Francis Scott Key Julia Ward Howe Katherine Lee Bates Samuel F. Smith Stephen Foster		
3. Let students compose songs of their own. Music teacher might play a tune that would fit song.		

OBJECTIVE: To explore musical careers through varied styles of music.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. "Listen to Music Week" can be fun and informative. Each day for a week select a different kind of music for the children to hear. The selections could include: jazz, rock, classical, folk songs, etc. Each day suggest that a few students do some research about the selection played that day. The reports could include how and when the music originated, several composers who made the music well known, instruments that were used, etc. 2. To arouse the children's interest, let them bring some selections to school.	"I Want to Be" Tree, Children's Press (Kit)	The student will learn to differentiate among different types of music. The students will become aware of what different composers have contributed to music.

OBJECTIVE: To develop awareness of the interdependency of careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Communication Careers

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have children make puppets depicting job.		To reflect occupational choices of individual.
2. Make mobiles of related and interdependent jobs.		To show interdependency of occupations.
3. Make a collage--group or individual--of communication careers.		

OBJECTIVE: To develop awareness of an artist's career.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Art

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Each child is given a print. From this, he is to work up a small composition telling about the artist-- where he painted it how old he was where it is now	Prints, enough for each child	Learn responsibility. Become aware of each individual artist's process.

OVJECTIVE: To develop awareness of advertising careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Art

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Give children advertiseable items and let them experience writing a short advertisement not one they have heard and not silly. Example: Light Brite Candles--shines brighter than the ordinary		Become aware of what an advertising agency might have to go through.
2. Then give each a piece of paper and have them draw a picture and design the lettering around it.		
Magazine letters work fine here.	Old magazines	

MATHEMATICS

OBJECTIVE: To teach math skills as they apply to daily life.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Math (Money)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Divide the class into teams of two students each. In each time, have one student be some type of merchant, etc., with imaginary goods or services for sale. Have the other student in the team be the customer with play money or some kind of duplicated currency with which to buy things. Have the "customer" buy things from the "merchant." Check to see if correct change is being given. 2. After a time have the two team members reverse roles and repeat the process. 3. As a preliminary activity, have the students decide what type of merchant they could be and do research on their choices so that they will be acquainted with proper types of goods and services to be sold.	Play money or some kind of duplicated currency Encyclopedias, reference books, etc.	The students will learn to make change with money and will learn about various careers in the community which offer goods and services for sale.

OBJECTIVE: To learn the skills needed by a grocery clerk.

GRADE LEVEL OR SUBJECT Grade Three and Four AREA OR UNIT OF STUDY Math

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Set up a grocery store a. Learn to read weights on cans b. Set prices 2. Role play a grocery clerk and customers a. Total goods b. Count money c. Make change	Cans of food Shopping Lists Game, Developmental Learning Materials Play money Toy cash register Filmstrips: "Would You Like to Be a Cashier?" Eye Gate "The Variety Store" Eye Gate	Students shall have experiences that relate to life goals and occupations. Learn about money. Decide to be store keeper or manager.

OBJECTIVE: To teach realization of use of math in different occupations.

GRADE LEVEL OR SUBJECT Grade Three and Four **AREA OR UNIT OF STUDY** Math

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Invite a carpenter to visit the classroom and explain his work and the tools he uses and how important mathematics is to him and his job.	Local carpenter	The children should realize that mathematics in occupations is a precise thing not to be guessed at or misjudged. Note: All the pieces a carpenter makes must fit together perfectly.
2. Afterward, have the children dramatize his duties. (In role playing activities)		
3. Instruct each child to make a booklet showing the various things a carpenter does in his job.	White paper, hole punch, yarn	
4. If possible, visit the place a carpenter calls his "shop" or place of business, allowing the children to see first hand the type of atmosphere surrounding this occupation. Discuss with the carpenter the places he works other than his shop.		
5. Have the children make bulletin boards of mathematical related occupations by finding pictures of such occupations in magazines and arranging them on the bulletin board to produce a variety of interesting occupations.	Old magazines, scissors	This will illustrate to the children the great number of occupations and skills having to do with mathematics.
6. Invite a housewife to come and visit the class. Ask her to discuss the following: What sort of duties her job consists of. How math helps her in cooking, grocery shopping, deciding how much to cook, when breakfast is to be ready, etc. Why students should learn mathematics.	A child's parent Use of advertising Newspapers, magazines, use of coupons for specials	

OBJECTIVE: To learn how mathematics is used in various careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Math

	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1.	While learning to add and subtract amounts of money, it would be interesting to invite a truck driver to visit the classroom to show the children how he must keep a tabulation of all his meals, lodging and uniform expenses. The children could then keep a weekly check on their own expenses. Listing and adding together the cost of their school lunches, milk, paper, pencils and other items they may require during the week. This may also include family treats like ice cream cones, candy bars, etc. These may be placed on a bulletin board for comparisons.	Local truck driver	The children will receive practice in addition, as well as being able to see how much money is actually spent by them or for them during the period of one week. Things that are not always necessary.
2.	To introduce the children to a variety of mathematical activities all at one time, they may visit the post office and talk with a postal clerk and a mailman. The postal clerk will show them how he needs the addition, counting, multiplication and subtraction skills in selling stamps, selling money orders, and selling savings bonds; in cashing in money orders, in weighing packages and measuring them for the size if they seem too big. The mailman may show them his route on a city map and let them figure out how many blocks he covers. He also must be able to read and understand street numbers and addresses. The zip code is also a number and they may find out how it works and why it changes from town to town. Upon returning, the children could write stories about their trip and what they learned about mathematics at the post office.	Local post office Local postal clerk Local mailman	The children will have a review of various mathematical skills such as addition, subtraction, counting, and weights.

OBJECTIVE: For children to correlate math and science in relation to an occupation.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Math (Weather)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Ability to read weather instruments.	Have a thermometer, barometer for observation. Use a centigrade and fahrenheit thermometer.	Need to know math in order to observe daily weather occurences.
2. Radio-meter--place in window. Moves from sun energy. Use light bulb over radio meter to show energy from light bulb.		
3. Keep record of sunrise and sunset for one month.	K. C. Star Chart	Figure difference in day from first to last of month.
4. Keep record of precipitation daily, weekly, monthly, yearly.		
5. Graph study.	Any good math series. Local weatherman come to speak. Visit weather station to learn how instruments are used.	Chart daily temperature on rainfall in different types of graphs.

OBJECTIVE: To teach mathematics as it applies to measurement and occupations in our society.

GRADE LEVEL OR SUBJECT Grade Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Take a field trip to an airport. Upon returning, discuss the following: a. How many different occupations did you see? Name them. b. How many used math of some kind in their work? Name them. c. Did you notice any workers who depended upon other workers to do their work? Name them.		
2. Draw and color a picture of one of the workers named in item "b" and write a paragraph about their duties.	White drawing paper, crayons	
3. Watch and discuss one of the following films in relation to the airport field trip.	Films: "Jetliner Captain" Fass-Levy Films, Denver, Colorado "Transportation by Air" Young American Films, McGraw-Hill "The Community Airport" Sigma Educational Films, 11717 Ventura Blvd., P.O. Box 1235 Studio City, CA 91604	

OBJECTIVE: To experience activities related to a television career.

GRADE LEVEL OR SUBJECT Grade Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Visit a T.V. station when the children will be able to be allowed to watch the production of news, the timing done between programs and commercials, news programs, local and national broadcasting. The children upon returning to class may create their own school news, commercials and a program or two!	Local T.V. station	Should learn to present items according to a time limit and present to other classes in the building.

OJBECTIVE: To develop awareness of money in buying and selling.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Excursion to supermarket.	Local supermarket	To obtain values used in marketing.
2. Writing to friends in other countries.	Other countries' prices	
3. Bring various food items to class for them to sell or buy.	Empty boxes of food items. Play money Money Game, State Fair Community College, Sedalia, MO	Student will learn percentages, fractions, and money values.

OBJECTIVE: To develop awareness of careers in computers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Instruct each child to bring to class with him several grocery ads from the newspaper. Each child is to pretend he has $25 to spend and is to decide what he will spend his money on. A list should be made naming each item, the weight if needed (for price per pound) and cost. The total cost should also be tallied. Note: Maybe it would be wise to make sure the children understand that they can spend less than $25, but not more.	Newspapers	
2. Have pairs of children write thought problems with missing parts. One supplies a problem, the other a missing part. (area of space--feet of wire--people using, etc.)		To increase problem solving skills/various occupations depend on or use mathematics.
3. Figure the cost of equipment in a communication area.	Itemized list of equipment cost	
4. Read "From Fingers to Computers" and make a model computer. (Willerding, Margaret)	Franklin Publication, 1970	To understand the wide variety of uses for a computer in today's world

OBJECTIVE: To become aware of the importance of math skills in all areas of life.

GRADE LEVEL OR SUBJECT Grade Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Discuss with the students why math is important, how we use it at home, on the job, food store, etc. 2. Make up 5 written problems which have to do with arithmetic in your home, inside or out. Example from one pupil: My mother bought 4 new sets of backs and seats for her kitchen chairs. They cost $11.88 a set. How much did it cost her altogether? $11.88 X 4 $47.52 3. This was related to English as we had just written a business letter ordering something.	State Fair Community College, AV Library, Sedalia, MO Tom Thumb Kit	Student should become aware of the importance of math in all areas of life.

OBJECTIVE: To be aware of the use of multiplication by an order clerk.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Situation: We are all the order clerks for a baseball team. They will need, for example, 9 gloves at $9.35 each and many other items also. The children will find the price of each item and then find the total cost of everything.	Sports catalog for the price lists	Be aware of the use of multiplication as an order clerk.

OBJECTIVE: To recognize that math skills are a necessary part of our daily lives.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Math (Communication Careers)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have children make graphs showing parents in various related jobs vs. children in school.		Recognize the variety of related jobs and learn to make and read graphs.
2. Make graphs showing time spent in a week watching T.V.--or any other activity.	Graph paper, clock	The student will be able to identify and discuss why some work activities are personally satisfying to him.
3. Use advertising in newspaper to figure costs of various items. Apply to graphing if desired to show difference.	Newspapers	Mathematic skills are a necessary part of daily life.

OBJECTIVE: To understand one way in which mathematics may be used in an occupation.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Several times during the year measure the height weight of each child.	Scales A wall chart showing the growth of each child during the school year	This should give children a better knowledge and understanding of inches and feet. It should introduce them to the mathematical duties of a doctor.
2. Discuss a doctor's occupation and how he might use mathematics in his job, such as reading temperature, blood pressure, being able to count and measure pills and medicines, and keeping books.	"Measuring Things," Coronet Instructional Materials, 65 E.S. Water Street, Chicago, IL 60601	

OBJECTIVE: To develop an understanding of occupational pride.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1.	Working with measurements as an extra activity, the children may want to build some bird houses and decide which kind they would want to make. They then need to determine the amount of lumber needed as well as other supplies. If possible, a visit to a lumber yard and/or hardware store would facilitate the addition of knowledge about such occupations and how mathematics is used by them. Have the children purchase the needed supplies thus handling their own money affairs. The bird houses when finished may make nice gifts for parents or grandparents.	Magazine pictures Local lumber yard and/or hardware store Lumber, nails, hammer, saw	
2.	After learning to measure stationary objects, like desk tops, books, pieces of lumber, pencils, etc., discuss the type of measuring a seamstress might do. Invite a seamstress to visit the class explaining all the detailed measuring involved in dress making. How to use patterns, etc. The class can become designers and "seamstresses" and tailors by making a dress for their teacher. The teacher should pre-pick a simple pattern she likes and a white cotton cloth in the length needed. Allow the children to draw pictures and patterns all over the cloth with permanent markers in order to decorate it and make it "original." Then they must fit the pattern pieces on the cloth and cut it out. The teacher could stitch it together that evening and bring it back the next for the children to measure the dress and sleeve hems. When finished, wear it proudly. It is one of a kind!	Local seamstress Material Pattern Permanent markers Pins Rulers Scissors	In addition to experiencing measurement of a "loose" object and the problem of making two things fit each other, pattern on material and dress on teacher, the children will have a deep feeling of the satisfaction of a job well done. Pride in an occupation.

OBJECTIVE: To stress the importance of measurement in the preparation of food.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
After studying fractions in class, discuss which occupation might use fractions in their jobs. Plan a trip to a bakery to watch a large quantity of "goodies" being made. Then compare it to the baking of a housewife. The children would enjoy making their own cookies and being careful to make the 1/2 and 1/3 cup measurements correctly.	Local bakery Ingredients for a favorite cookie Measuring cups and spoons Bowl and baking sheets Oven Clean-up facilities These may be borrowed from the school cafeteria.	This will help the children to understand that fractions are parts of a whole.

OBJECTIVE: Practice using reasoning abilities, critical thinking and problem solving.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Use ten meat platters with object glued on them. The student is to associate the number of objects on the platter with the word. They would associate for example one pencil with the cards reading pencil, one and secretary. Need to make three word cards for each platter. Teach numbers, make cards of 1-10 numbers. Place platter along a ledge. Have student match number to object. After number has been learned, then use the words one through ten. Next use occupations that go with object. Pencil teacher, secretary, etc.	Meat platters, cards for words and numbers Items for platters 1. Pencil 2. Curlers 3. Gum 4. Rubber bands 5. Beans 6. Paper clips 7. Bottle caps 8. Hair ribbons 9. Chalk 10. Candy bars	The students will know how to spell numbers 1-10 and read and write new words. The student will identify numbers 1-10. Also words one through ten.

OBJECTIVE: To teach math as it applies to measurement and occupations.

GRADE LEVEL OR SUBJECT Three and Four **AREA OR UNIT OF STUDY** Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Study occupations where measuring is important.	Books: Come to Work With Us in House Construction, Houghton Mifflin What Happens When You Build a House, Reilly and Lee Books	The student shall have experiences that relate to life goals and occupations.
2. Discuss different ways measurement are used.	Measurement tools: Yardsticks Rulers Gallons, quarts, pints Measuring cups and spoons Thermometers Scales Cash registers Calculators	Students will learn to work together to produce a final product.
3. Measure things found in class. (Part will be in groups) a. room b. desk c. pencils d. books e. bulletin boards		
4. Make "no-bake" cookies a. Follow recipe b. Correct measuring	Ingredients for cookies Pans	
Recipe for no-bake cookies 1 stick melted margarine Add: 2 cups sugar 1/2 cup milk 1/3 cup cocoa Bring to boil 2 minutes. Remove from heat. Add: 1 t. vanilla 1/2 cup peanut butter 3 cups oatmeal Drop cookies or spread on cookie sheet.		

SCIENCE

OBJECTIVE: To explore archaeological careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Archaeology)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have books available in the classroom pertaining to the lives of some archaeologists. List on the board the names of these archaeologists. Divide the class into groups and allow each group to select an archaeologist whom they would be interested in researching. Each group will present their report to the class including archaeologists' most famous findings.	Books about famous archaeologists Encyclopedias Fossils, arrowheads, etc.	The pupil will be able to identify names of famous archaeologists and what their findings were. The students may develop hobbies pertaining to archaeology which might lead to a lifetime vocation.
2. Have the class bring in objects such as fossils, arrowheads, etc., that they have dug up or found and display these in the room.		

OBJECTIVE: To explore space careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Astronomy)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. The class may develop a bulletin board around the theme, "Space Jobs." As each child places a picture of a worker associated with space exploration, he may tell the duties of the worker.		The student will become aware of the jobs in space exploration as well as the duties of each job.
2. The teacher may read to the children the booklet Space Jobs.	Jerman J. Peters, Supt. of Documents, U.S. Government Printing Office, Washington, DC	The student will become aware of space careers.
3. The children may discuss the role that science has played in creating many occupations related to space exploration.		
4. Have students make sketches of the moon daily. Let students compare likenesses and differences in sketches as position and time.	Notebook for sketches	
5. Filmstrips and Records--Introduction to Our Earth and Sun	Society for Visual Ed., Inc.	
6. Filmstrip and Record Set--Understanding our Earth and Universe	Society for Visual Ed., Inc.	
7. Filmstrips--Space and Space Travel	Society for Visual Ed., Inc.	
8. Filmstrips--Astronomy	Society for Visual Ed., Inc.	
9. Set of Filmstrips and Records--Astronomy and the Space Age	Eye Gate House	
10. Filmstrips--The Space Age	Eye Gate House	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
11. Filmstrips--Wonders of the Sky	Eye Gate House	
12. Set of Filmstrips and Records--Understanding Astronomy	Eye Gate House	
13. Visit if possible a nearby planetarium.	Children's Books Exploring Space, Rose Wyler, Golden Press I Want to Be a Space Pilot Carla Greene, Children's Press Look to the Sky, National Aviation Council, Inc. Space Flight, Lester Rey, Golden Press Let's Go to a Rocket Base, Michael Chester, Putnam Picture Story Study Prints, Exploring Space, Society for Visual Ed., Inc.	
14. Have guest speakers who work in the armed forces, particularly air force who would possibly know more about air or space travel, group leaders of the community, scientific organizations, or pilots.		
15. Keep scrapbook of newspaper and magazine clippings related to space travel and people and jobs involved.		

OBJECTIVE: To develop awareness of careers related to science.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Chemistry)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. With the help of the class, list on the board some jobs in which a knowledge of chemistry is necessary. For example: doctor, nurse, pharmacist, technician, chemical engineer, chemist.	Resource person: Pharmacist	The pupils will be able to identify five jobs related to the field of chemistry. The pupils will be able to differentiate between educational background and skills necessary for some jobs as opposed to others.
2. Divide the class into groups. Each group will gather information concerning educational background and skills necessary for a specific career related to the field of chemistry.	Encyclopedias, books about chemistry related careers, etc.	
3. Have each group share with the class the information gained. This could be done with oral reports or posters.		
4. Have a druggist speak to the class about educational requirements for his job as well as some of his duties.		

OBJECTIVE: To explore awareness of communication careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Communication and Electricity

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have children make a small telegraph set and learn to use Morse Code.	Flat piece of wood, wood block T shaped piece of iron 2 iron nails 2 thumb tacks A flexible piece of brass or copper insulated wire Battery World Book - "Telegraph" 2 paper cups String	To learn how a telegraph operates.
2. Diagram found in World Book under telegraph 3. Construct a string telephone		To show a vibrating object carries sound.
4. Visit a telegraph office and watch sending and receiving of messages. 5. Visit a telephone office and notice the complicated wiring required to make a phone call.		To become aware of some careers in electronics having to do with communication.
6. Visit a radio station and watch broadcasting procedures.		To learn more about Alexander G. Bell.
7. Watch films	"Here is Tomorrow" Southwestern Bell Telephone "We Learn About the Telephone" Southwestern Bell "100 Years" Southwestern Bell	To explain history of communication and importance of good telephone manners Story of man's efforts to communicate from Pres. Grant to Apollo XI moon launching.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Communications and Electricity

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Find out if there is a large commercial electromagnet in use near you. If so, visit the place and watch the electromagnet at work.		The student will increase his knowledge of the telegraph.
2. A set of four filmstrips and two records. "Understanding Electricity."	Society for Visual Ed., Inc.	
3. "Electricity at Work," a set of six filmstrips and three records.	Society for Visual Ed., Inc.	
4. Filmstrips "The Age of Electronics" Electronic Technicians Environment Test Technicians Electro Mechanic Assemblers Age of Electronics Overview Technical Writers Machinists	Bomar Filmstrips	The student will become aware of some careers in the field of electronics.
5. Filmstrip "The Wonderful World of Work" Electrical Services	Denoyer & Geppert Filmstrips and Records	

OBJECTIVE: To explore geological careers.

GRADE LEVEL OR SUBJECT Three and Four **AREA OR UNIT OF STUDY** Science (Geology)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. List on the board the following careers. 1. Prospector 2. Geologist 3. Paleontologist	Resource persons: Geologist Farmer Conservationist	The pupil will be able to identify three of the careers included in geology. The pupil will also see how hobbies and interests may sometimes lead to vocations.
2. Discuss with students the above occupations.		
3. Have a geologist, a farmer, or conservationist speak to the class about the changing surface of the earth and soil erosion.	American Geological Institute, 2201 M Street, NW, Washington, DC 20415	
4. Experiments—on the following page.		

EXPERIMENTS

For limestone test, use an eye dropper and some vinegar. Put a drop of vinegar on the rock and if it bubbles there is limestone in the rock.

To show how crystals form, take a glass of water (heated for quicker results) some salt (until no more will dissolve). Tie a string around a pencil and let string dangle into the water, laying pencil to rest across the glass. Other materials to try are: sugar, alum, and copper sulfate. Then just wait.

Demonstrate formation of rock layers by taking portions of several types of soil, some sand, water, stir with stick. When it has settled, add another layer. When finally all layers have dried, layers may be seen.

To show effects of glaciers, place layers of sand, soil, gravel, and a pebble mixture, mixed with water and frozen at each layer in a milk carton in the freezer. Then peel the carton off and a sheet of clay in a long pan. Leave the block of ice on the clay. Tilt the pan slightly and allow the ice to melt. Describe the moraines that are formed.

Make notebooks showing tests and results. Also one may include the three kinds of rocks. (Igneous, Sedimentary, and Metamorphic)

Films:

a. Minerals and Rocks	EBF
b. Understanding Our Earth	Coronet
1. Glaciers	
2. How Its Surface Changes	
3. Rocks and Minerals	
c. Volcanoes in Action	EBF

Filmstrips:

a. Face of the Land	Life Magazine
b. How Rocks are Formed	Jim Handy
c. The Soil	Jim Handy

Children's Books:

Adler, Irving and Ruth, The Earth's Crust, Day, 1963.
Collins, Henry H., Wonders of Geology, Putnam, 1964.
Herbert S., Rocks and Minerals, Golden 1957.

OBJECTIVE: To encourage students to understand how foods and eating habits are valuable to their health.

GRADE LEVEL OR SUBJECT Three and Four **AREA OR UNIT OF STUDY** Health (Why Eat)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have children view film "Proper Food." Discuss with children the four different food groups and their importance to a daily diet. Four groups are milk group, bread and cereal group, fruit and vegetable group, and meat group.	"Proper Food" (filmstrip) Wilmette, IL Encyclopaedia Britannica Films, Inc. "Good Eating Habits" (films) Coronet Films, Chicago, IL	Student awareness of the importance of a daily balanced diet to health.
2. Have children list the four groups on a poster and collect pictures for each group and paste in proper place.	"Foods from Grains" (film) Coronet Films, Chicago, IL Proper Foods, 22F, Boonslick Library (filmstrip)	How good health is important to carry out the responsibilities of an occupation.
3. Have each child divide paper into three sections. Title: Breakfast--Lunch--Dinner. Write foods eaten, each meal under the title. Then compare with the four food groups to see if they daily eat foods from each group.	"Good Manners Series" 10 Manners at Home 20 Manners at School 30 Manners at Play 40 Manners in Public 50 Manners while Visiting 60 Manners at Parties Boonslick Library, Sedalia, MO (filmstrip series)	The importance of table manners and how they influence our social contacts in a career.
4. Stress why all foods are important for a healthy body.		
5. Make posters showing where foods from the four groups come from.		
6. Learn to set table, plan balanced menu, discuss serving food and eating with proper table manners.		

OBJECTIVE: To emphasize the importance of dental health on a person's overall good health.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science or Health

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. A play, "Judge Molar's Decision"	Instructor Magazine	Children should be aware that teeth are something that should be taken care of so they will last a lifetime.
2. Dental Health crossword puzzle by Sheila A. Carroll (Play and puzzle on following pages)	Instructor Magazine	
3. Poem "I Am a Tooth" (author unknown)	The Dentist, 40U Boonslick Library, Sedalia, MO (filmstrip)	

Playlet in Verse for Dental Health Week

Narrator--
Listen, children, and you shall hear
How poor dental health can cause concern.
A sleepy patient in the waiting room one day
Dozed off while reading a dental display.
The things that happened may not be true,
But we hope it will be a lesson to you!

(Patient enters, sits down, yawns, picks up a magazine, and tries to stay awake. She begins to read and falls asleep. Bailiff T. Brush enters, walks over, and shakes patient. She awakes and appears startled.)

Bailiff T. Brush--
Wake up, young lady;
You are hereby on trial
For the serious charge
Of spoiling your smile.
Stand up for Judge Molar,
Show proper respect;
In this court everything
Must be correct.

(Patient stands as Judge Molar enters. Both move to courtroom.)

Judge Molar--
The Health Court is in session.
We're ready to start,
So call the first witness
And let the trial start!
Call Mr. Bicuspid
To be our first witness.
He'll tell his sad tale
Of unphysical fitness.

(Patient and judge sit. Mr. Bicuspid enters.)

Mr. Bicuspid--
Oh, I am so weak
I'm glad a chair's handy! (Sits)
I need healthful food
But my mistress eats candy.
Vegetables, fruit, meat, and milk
Make me stronger;
But with all these sweets
It won't be much longer
Till that beautiful smile
Which she now can display
Will show only teeth
Full of holes and decay.

So, Honorable Judge Molar,
You can easily see
She's guilty, yes, guilty--
As guilty as can be!

Judge Molar--
I've listened very carefully
To all you have had to say.
This is a serious matter
And we must not delay
In reaching a decision
As to guilt or innocence.
So call another witness.
Let the testimony commence.
(Miss Incisor enters.)

Miss Incisor--
My name is Miss Incisor
And I surely must confess
That I really am embarrassed
At being such a mess!
I should be white and pearly,
All clean and shiny, too,
But as you can see,
She never brushes me!
Oh, what am I to do!
I need a thorough cleaning
Front and back and side--
Then I would be so pretty
I wouldn't have to hide.
Yes, I've really been neglected
And I wanted you to know
That I'm very sure she's guilty!
Look at me and see it's so!
(Sits down)

Judge Molar--
These charges grow more serious,
Bailiff T. Brush, call another
Who's waiting to be heard.
He is Mr. Bicuspid's little brother.
(Enter Cuspid)

Cuspid--
I'm Bicuspid's little brother
And I want to tell you why
The defendant must be guilty
Since she doesn't evey try
To solve my biggest problem.

This may come as a surprise
But I can't be strong and healthy
WITHOUT SOME EXERCISE.
And surely you will agree
That everybody knows
Without the proper kind
You're weak from head to toes.
She's guilty! and I do insist
That I need my daily workout
And with this she must assist.
(Sits down)

Bailiff T. Brush--
It's time for the verdict,
So everyone stand.
Presenting Judge Molar
Let's give him a hand!

Judge Molar--
This poses a problem
Of the greatest gravity.
Soon each of your teeth
Will have a large cavity.
And so you must face
Whatever will be.
I have no choice
But to pronounce you--guilty!

Dental Patient--
I know that I am guilty.
Please give me a new chance.
I will listen to you
Since I see at a glance
That you're trying to help me
To have a nice smile,
And be healthy and happy.
Mr. Bicuspid, For good food you long.
I'll give you the best
So that you can be strong.
Miss Incisor, I'll brush you so clean
You'll be glad to be seen,
Little Cuspid, I'll remember
What you had to say
I'll give you some exercise
At least twice a day.

Judge Molar--
Case dismissed! We're happy it ended like this.

Narrator--
Our sleepy dental patient has vowed to change her way.
Now all her teeth are happy and so we close our play.

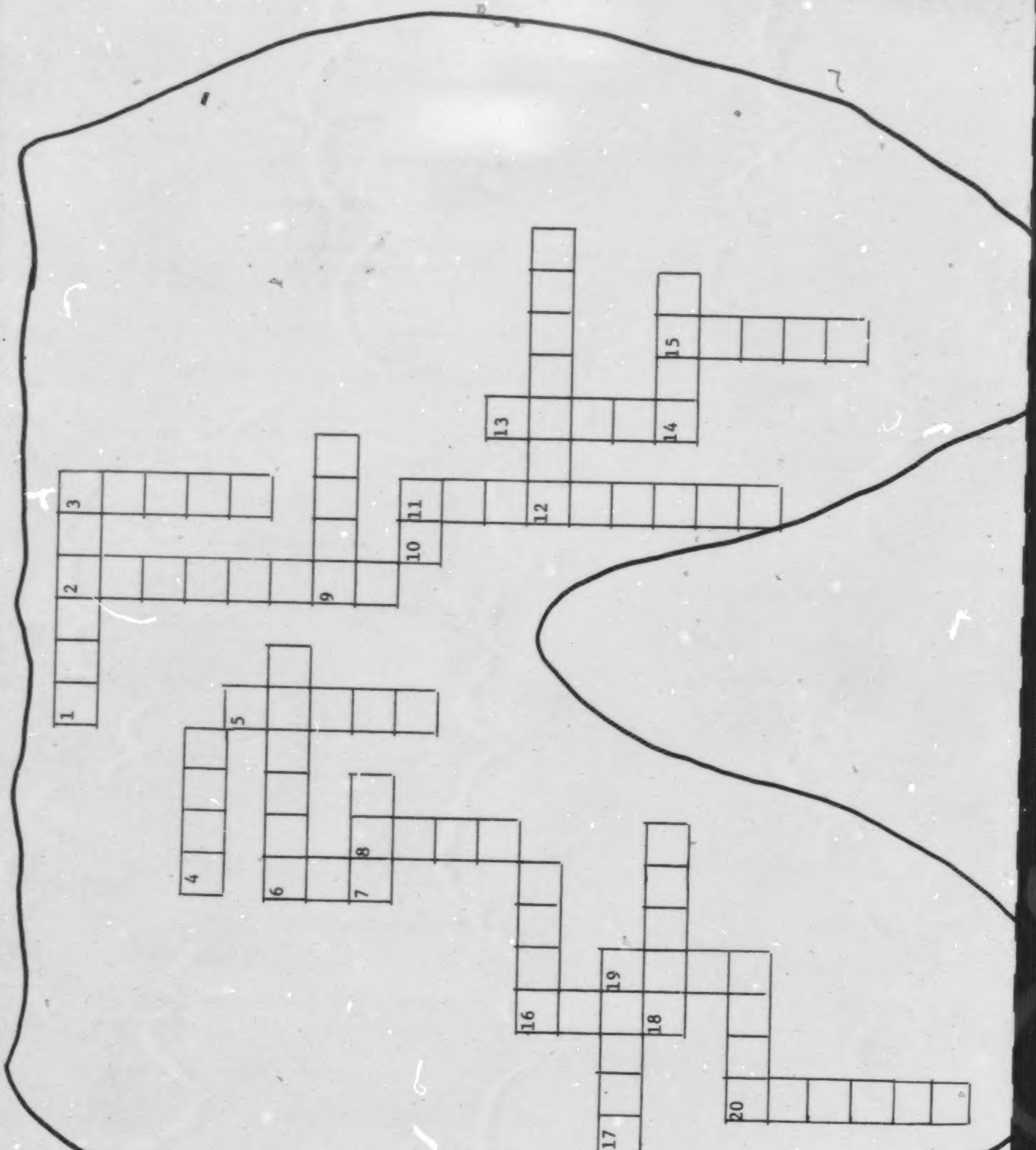
DENTAL HEALTH PUZZLE

ACROSS

1. Man who cares for our teeth.
4. What we eat.
6. Covering on tooth.
7. Number of times a year to see dentist.
9. Part of tooth in gum.
10. Direction we brush our bottom teeth
12. We brush our teeth after breakfast in the . . .
14. We . . . to see the dentist.
16. Our . . . is important.
17. Part of the tooth to chew our food with.
18. Opposite of morning.
20. Our teeth need . . .

DOWN

2. Name of front teeth.
3. More than one tooth.
5. Causes cavities.
6. Food is what we . . .
8. I . . . brush my teeth twice a day.
11. We have . . . and temporary teeth.
13. We must . . . our teeth twice a year.
15. You should . . . your dentist twice a year.
16. We brush our top teeth.
19. Some of you will be . . .(age) this year.
20. Hole in tooth is a . . .



OBJECTIVE: To learn about occupations related to the health field.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Health (Health Workers)

	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1.	Have students find pictures of clothes or uniforms that will identify four different occupations in the health field, such as nurse, physical therapist, etc.	Medical Books for Children Lerner Publications Company State Fair Community College Resources Center	Through the search for clothes, the student will learn what some of the occupations are.
2.	Set up a first aid center; ask for four volunteers to participate in the center. Each participant will draw a job assignment from a job bank. Each student will orally describe the duties of his job. The job assignments will be: a. doctor b. nurse c. nurse's aid d. ambulance driver		The student will display his knowledge of these health occupations.
3.	Invite the school nurse to discuss with the class the importance of good health habits. Stress the importance of keeping things neat and clean. At the same time, the nurse could discuss with the children her duties and requirements for becoming a nurse.	Resource person	The student will gain information about the importance of cleanliness in health jobs. The student will gain knowledge about training required to become a nurse.
4.	Draw posters showing the doctor, ambulance driver, custodian at work.		
5.	Study biographies of important people in the realm of health services.		
6.	Have students write a descriptive paper about various occupations of health services and let their peers try to guess who they are describing.	World Book Encyclopedia	

OBJECTIVE: To learn about careers related to the health field.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Health

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Draw or make a bulletin board display representative of health services.		
2. Introduce the book series Medical Books for Children, Career Education Project Resource Center State Fair Community College, Sedalia, MO	Lerner Publications Co.	
3. Display on bulletin board prints on health careers.	Missouri Health Careers Program, Jefferson City	
4. Make puppets. Use the puppets to explain about "People Who Help Us Take Care of Our Bodies."		The student will through self-expression reveal his knowledge of health occupations.
5. Ask students to list duties of nursing in home for the aged.		The students express their knowledge of nursing as it relates to the aged.
6. '"Good Health and You," filmstrip	Eye Gate House 146-Cl Archer Ave Jamaica, NY 11435	
7. Multi-Media Kit "Learning About Your Body" six filmstrips	Society for Visual Education	
8. Multi-Media Kit "Drugs and Your Health" 10 sound filmstrips	Society for Visual Education	
9. "Drugs and You," set of four filmstrips	Society for Visual Education	
10. "Visit to the Waterworks," 11 minute film	Encyclopedia Britannica	

OBJECTIVE: To learn about careers related to health careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Health

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. "The Doctor," 10 minute film "The Nurse," 11 minute film "Health Series," filmstrips "Experiences in Living Series," filmstrips	Encyclopedia Britannica McClintock Producers Young America Filmstrips (McGraw-Hill)	
2. Make pretend tools used in the various occupations of health services.		The student will become aware of various health occupations as well as the tools used in those occupations.
3. View free films: "American Doctor" 29 minute "Counter Attack" 29 minute "Horizons Unlimited" 28 minute "You Be the Doctor" 27 minute "Breaking the Sound Barrier" 28 minute "Helping Hands for Julie" 26 minute "I am a Doctor" 30 minute	Swank Motion Pictures, Inc. Sponsored Film Dept. 201 S. Jefferson Avenue St. Louis, MO 63166 Associated Films, Inc 512 Burlington Avenue La Grange, IL 60525 Sterling Movies, Booking Dept., 43 West 61st St., New York, NY 10023	
4. Introduce the books, I Want to be a Doctor I Want to be a Dentist I Want to be a Nurse	Carla Greene, Children's Press	
5. Introduce the book Come to Work With Us in a Hospital Introduce the book Careers in a Medical Center Available in Resource Center. Use the Job Experience Kit, available in Resource Center. Booklet "Health Services"	Houghton Mifflin Early Career Books Lerner Publications Co. Job Experience Kit, Science Research Assoc., Inc. King Features, Career Education Series Sterling, 1970	
6. Film "Jobs in Health" Community Helpers - Study Prints	Picture Story Study Prints Singer, SVE Color	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
7. Hospital Helpers - Study Prints	Picture Story Study Prints Singer, SVE Color	
8. The children may read related books.	A Visit to the Doctor, Berger, Knute, and others Grosset, 1960 A Visit to the Hospital, Chase, Grosset, 1957 First Book of Nursing, Elting, Watts, 1951 About Jack's Dental Checkup, Ruth Jubelier, Melmont, 1959 Our Friendly Helpers, Hoffman and Hefflefinger, Melmont, 1954.	
9. "True Story about Hospitals," film 13 minute, color	Children's Hospital c/o American Hospital Assoc. 840 N. Lake Shore Drive Chicago, IL	
10. "Development of Drugs and Their Role," set of two filmstrips "Drugs and Your Health" and "Behind your Physician's Prescription" "My Father is a Public Health Doctor," and "My Mother is a Public Health Nurse."	Society for Visual Education McClintock Producers, 6 Heathcote Road, Scarsdale, NY	

OBJECTIVE: To explore careers related to marine science

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Marine Science)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have students make a list of as many careers in marine science as possible.		The teacher may decide how well informed students are about careers in the field of marine science.
2. Discuss occupations relating to fishing in the oceans.		
3. Discuss occupations relating to tourism and the ocean.		
4. Discuss different occupations in the Navy.		The student will become aware of the occupations related to marine science in the Navy.
5. Write for information about oceanography and related careers.	University of California Scripps Institution of Oceanography, LaJolla, CA 92037	
6. Ask the students to make a collage which deals with the ocean and its inhabitants and the various occupations which are opening up in this area.		The students will become aware of careers opening up in oceanography.
7. Discuss Jacques Cousteau with the students and ask the students what he does for a living, and why. As you continue this discussion, ask the students what jobs must be done so that Jacques Cousteau can continue to explore the oceans.		Through a discussion of Jacques Cousteau, the children may become more interested in the field of marine exploration.
8. Discuss with the students the importance of continued marine exploration and study. It would be advantageous to include a brief discussion of the new jobs which are opening in this area.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
9. If the television programs of Jacques Ives Cousteau are available, the students should be encouraged to watch them to increase their knowledge of some of the work done by marine scientists.		The students will develop a better understanding of the career of marine exploration.
10. I Want to be a Fisherman, introduce this book to students. I Want to be a Ship Captain	Carla Greene, Children's Press	The student will understand the work of a fisherman and/or ship captain.
11. Introduce the book, How We Travel on Water. Available in State Fair Community College Resource Center.	Basic Understanding Series Benefic Press	
12. Show posters Science Careers, available in Resource Center.	Career posters Minnesota Department of Education	
13. Role play careers that deal with marine science a. Underwater archaeologist d. Fisherman b. Marine surveyor e. Marine botanist c. Oceanographer f. Naval careers Cut out pictures of jobs where people are involved in marine occupations.		To have the student really feel that he is involved in these various careers. The student will become aware of the many occupations.
14. Discuss products of the ocean and the occupations or jobs related to the acquisition of these products. Reports could be made about the products.		To increase students knowledge of products of the sea.
15. Write letters to children living near a coastal region. Ask these children to measure the difference in tide levels for your class. Discuss how the tides affect some occupations.		The students should understand that tide levels do affect some occupations.
16. Make an exhibit of models and pictures of different kinds of boats and ships. Discuss the ship building career.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
17. Discuss how living sponges differ from the "sponges" used for cleaning purposes. Discuss the occupation of sponge fishermen.		The student will become aware of the occupation of sponge fishermen.
18. Ask students to make reports concerning the work of the Coast Guard. Pupils could write about qualifications, education, training.		The student will increase his knowledge of the work of the Coast Guard.
19. Discuss how ship building as a trade is declining in Maine. Relate to this the fact that technology and a changing society can cause a decline in the need for some occupations.		
20. "Understanding Oceanography, a set of six filmstrips and three records.	Society for Visual Ed., Inc. 1345 Diversey Parkway Chicago, IL 60614	The student will have a better understanding of oceanography.
21. Book, Searchers of the Sea: Pioneers in Oceanography	The Viking Press, 1961	
22. You will Live Under the Sea	F & M Phlegar	
23. "Oceanography: Science of the Sea" 11 minute, color or black and white	Film Assoc. of California	
24. Undersea Explorer: The Story of Captain Jacques Cousteau	Harper & Row, 1957	After reading of Jacques Cousteau, the student may become more interested in the field of marine exploration.

OBJECTIVE: To explore careers related to plant studies.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Plant Study)

	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1.	Make a collage of different careers that involve plants.		The students will become aware of careers involving plants.
2.	Role play some of these career situations. Botanist — Chemical Fertilizer Manufacturer Grain Farmer — Orchard Grower Biologist — Greenhouse Worker Truck Farmer — Florist Conservationist — Worker on an Exp. Farm		
3.	Ask the student to make a report on the career involving plants that interests them the most.		The student will show which occupational interests him most of all.
4.	Display tools of some of the occupations that work with plants.		
5.	Invite a local farmer, orchard grower, etc., in to speak to children about plants as a part of their profession.	Resource person	The student will increase knowledge and interest in these careers.
6.	Visit a local greenhouse or farm, perhaps an experimental farm and ask workers to explain their jobs.		
7.	Make a bulletin board showing different careers involving plant growth or study.		The students will gain an understanding of these careers.
8.	Plant seeds and observe growth to show what many of these careers involve.		

OBJECTIVE: To illustrate careers involving knowledge of plants.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Plant Study)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Discuss these occupations: botanist, grain farmer, biologist, truck farmer, conservationist, fertilizer manufacturer, orchard grower, greenhouse worker, florist, and farm worker.		
2. Ask students to report on at least one of these careers.	Library materials containing information on these occupations Tools used in plant growing and care Resource person	Students should become aware of careers involving plants.
3. Display tools and pictures of these occupations.		
4. Visit a local greenhouse or farm. Invite a local farmer or orchard grower in to speak to the class. Plant seeds and observe their growth.		

OBJECTIVE: To emphasize the use of measurement in careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Scientific Measurement)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Ask students to make a list of all occupations that use measuring devices in their work.		
2. Have students fill pint, quart and gallon size jars with water. Have them show the relationship in these liquid measurements. Bring in cups, measuring spoons, boxes equal to bushels and pecks. Have students demonstrate relationships here. Have them name jobs that use liquid and dry measure.		The student will become involved in using liquid and dry measure.
3. Assign students an area to cover with brick and ask them to figure the number of brick needed to cover the area by using 7 brick per square foot.		The student will figure the number of brick needed for a specific area, as a bricklayer does.
4. Discuss the ways different occupations use different units of measure.		
5. Have children role play these career situations, showing the ways they use measure. baker pharmacist carpenter pipefitter dressmaker surveyor plumber dietician		The student will display the understanding that they have of measure in these various career situations.
6. Make a display of measuring devices used in different careers.		
7. Cut out pictures of jobs where people use measurement in their work.		The student will become aware of jobs where people use measurement.
8. Have students make a scale drawing of the classroom and/or the campus to show profession of the draftsman or architect.		

OBJECTIVE: To explore careers related to the environment.

GRADE LEVEL OR SUBJECT Three and Four **AREA OR UNIT OF STUDY** Science (Stages in Life Cycles)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Invite a biologist, farmer, forester, veterinarian, etc., to explain to children how studying various organisms in stages of their life cycles is a part of his profession.	Resource person	
2. Have children make a list of all the different careers where professionals would see various organisms in different stages of life cycles. Example: veterinarian, wildlife specialist, forester, farmer, nurseryman, truck gardener, botanist, conservationist, hatchery worker, greenhouse worker, zoo caretaker.		
3. Plan a field trip with the purpose of seeing the actual environments that these professionals work in, also see examples of organisms in stages of life cycles.		
4. Role play one of these professions: farmer zoo caretaker doctor park caretaker poultry farmer nurse greenhouse worker veterinarian biologist		
5. Put up posters of agri-science careers, Resource Center	Career posters, Minnesota Department of Education	
6. Ask children to cut out pictures of various careers where people are working with organisms in stages of life cycles.		
7. Introduce children to the book I Want to be a Farmer	I Want to Be Tree, Children's Press	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
8. Ask children to select one of the careers discussed that they feel would be the most interesting.		
9. Introduce the book What Happens at a Zoo, Resource Center	Reilly & Lee Books Henry Regnery Company	The student will see animals in different stages of life cycle, through this book.

OBJECTIVE: To obtain knowledge of weather forecasting.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Weather)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Invite a forecaster from your local weather bureau to your class. Ask him to discuss the accuracy of weather forecasting over the last two years. Have him explain the reasons why forecasters are sometimes wrong.	Resource person	The students will gain information on the variable factors of the weather.
2. Set up a classroom weather station. Obtain a thermometer and a barometer. Make a weather vane. Make daily weather forecasts. Put out a classroom weather bulletin.		The student will become familiar with the daily tasks of weather observation.
3. Enact a television weather forecast.		
4. Write to the United States Weather Bureau in Washington, DC and ask for an old weather map. Learn to read an official weather map. Explain how weather forecasters use these maps in their careers.	U. S. Weather Bureau	The students will gain an insight into the use of weather maps in weather forecasting.
5. Refer to the weather forecasts in your newspaper for one month. Keep a record of the accuracy of these forecasts. Did the forecasters make errors in predicting temperatures, precipitations, clouds? How frequent were the errors?		The student will observe the accuracy of forecasts for one month.
6. Show the filmstrip, "A Trip to the Weather Station"	42 frames color, McGraw-Hill Book Company	
7. Introduce the book, Let's Go to a Weather Station	Louis Wolfe, G. P. Putnam's Sons	
8. Show the film, "The Weather Station"	11 minute, B & W, McGraw-Hill Book Company	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
9. Display some of the tools that a meteorologist uses and assign a particular instrument to each child for daily reading.		
10. Have students study drawings of a typical weather station.		
11. Have two forecasting teams and have them compete against each other in developing the most accurate forecast.	"Weather Wizards," film Teaching Film Custodians, Inc., New York, NY	
12. To receive a class packet for the study of weather write to: U. S. Department of Commerce Environmental Science Services Administration Environmental Data Service Chief Publication Section (AD 143) Rockville, MD 20852		
13. Introduce the book, At a Weather Station, available in Resource Center	"What Happens Series" Reilly and Lee Books, Henry Regnery Company Eye Gate House, career resource material	The student will become familiar with a weather station.
14. "Fundamental Elements of Weather," a set of 10 captioned color filmstrips with teacher's manual. About weathermen at work.		
15. "Fundamentals of Science," Set III, set of nine captioned color filmstrips with teacher's manual. Deals mostly with weather.	Eye Gate House, 146-01 Archer Avenue, Jamaica, NY 11435	
16. "Fundamental Elements of Weather," a set of 10 filmstrips with teacher's manual.	Eye Gate House	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
17. "Basic Weather Series," full color filmstrips show photographs taken by weather satellites, "Why does the weather change?" "Why the seasons?" "Why does it rain, snow, hail and sleet?"	Society for Visual Ed., Inc 1345 Diversey Parkway Chicago, IL 60624	
18. "Understanding Weather and Climate," filmstrips and records	Society for Visual Ed., Inc	
19. Children's book Dan the Weatherman	Jene Barr, Whitman, 1958.	
20. Watch sunsets and make a water painting of colors seen in sunset.	Observation	Appreciation of beauty in nature
21. Draw silhouettes of landscapes and past on background.	Bulletin board on "Roy G. Biv" Colors of the rainbow	Children will appreciate art work they have done.
22. Save calendar prints of different seasons and talk about how weather is involved.		
23. Draw pictures of different phases of weather--tornado, wind, snow, rain, etc.		Through pictures show what damage or good weather does.
24. Study of color.	Use prism to show how light can be reflected. Poem, "The Moths"	Understand how rainbow is formed.

OBJECTIVE: To develop awareness of weather and its effect on their lives.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Discuss different types of weather. 2. Bring in pictures of different kinds of weather.	Book, What Happens at a Weather Station, Reilly & Lee Books Radio Outside thermometer	The student shall have experiences that relate to life goals and occupations.
3. Make a large weather calendar and mimeograph smaller ones for each student.	Poster board Colored marks Crayons	
4. Listen to weather reports.	Reference book, How's the Weather, Childcraft, No. 10	
5. Fill in weather calendars.		
6. Study of cloud types and what to expect from each. Learn cause of tornadoes and precautions.	Transparencies: "Cloud Types" Hammond Earth Science Robert E. Boyer, Ph.D. Dept. of Geology, University of Texas "Cloud Formations" Instructo Products, Philadelphia, PA 19131 "Talking Weather Map" C. S. Hammond & Company Maplewood, NJ Lightning and Thunder, by Herbert S. Zim, William Morrow & Company	Ability to name major cloud types. In small way, keep a record of different cloud types and learn to predict weather happenings.

OBJECTIVE: To learn some of the necessary requirements for the career of weather forecasting.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Weather)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
To get children interested in the study of weather show this film and play this tape.	Film: "How Weather Is Forecast" No. 722, Coronet Instructional Film (16mm) Coronet Films, Coronet Bldg., Chicago, IL Tape: "Let's Find Out About Weather" Imperial Productions Books: Science - Hobby Book of Weather Forecasting, by Robert Wells, Lerner Publication Company, Minneapolis, MN Exploring the Weather by Roy Gallant, Garden City Books, Garden City, NY The First Book of Weather by Rose Wyler, Franklin Watts, New York (Gives experiments and the Beaufort Scale for wind speed)	

OBJECTIVE: To explore careers related to weather forecasting.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Weather)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Invite forecaster from local radio station to class. Ask him to bring yearly and monthly averages of rainfall and temperatures with him. Let him explain some what skills the weather forecaster must use.	Jack Abdon, KMMO, Marshall, MO	Children will become more interested in study of weather and more aware of skills needed to be a forecaster.
2. Visit radio station and see radar set-up and other weather instruments used.	Harold Douglas, KMMO, Marshall, MO	Become more aware of technical instruments used.
3. Filmstrips should be shown before visit to the station so the children will better understand the tools of the weatherman.	Filmstrips: "Exploring the Clouds in the Sky" Budek Films and Slides, Inc. 1968. "Why Do We Have Warm and Cold Days?" "Why Do We Have the Wind?" "Why Does It Rain?" Filmstrip House "Our Weather" Encyclopedia Britannica Films "Why the Seasons?" Society for Visual Education, Chicago, IL "Weather Fronts and Forecasting" McGraw-Hill Book Company, Poplar Science Publishing Co. New York, NY	Understand a little better why we have certain kinds of weather.

AUDIO-VISUAL MATERIAL

The establishment of audiovisual library is included as a part of the Career Education Project housed at State Fair Community College. It is to be developed throughout the three-year span of the project. After this time, it will continue to operate for school personnel in the community college district.

The library is housed in the Learning Resources Center at State Fair Community College. All school personnel in the Career Education Project and the community college district have lending privileges. A handbook containing complete check-out information along with necessary forms is available through each principal, counselor and librarian as well as from those teachers who were designated to work with the project during the 1975-76 school year.

The Career Education Resource Library has been reorganized to better meet your needs. It has been divided into the three following levels:

Elementary materials will be recognized by the use of a yellow dot over the catalog number. In addition ELEM will be included in the catalog number. Example: KT
ELEM
CE1

Junior High/Senior High materials will be recognized by the use of a green dot over the catalog number. In addition JRSR will be included in the catalog number. Example: KT
JRSR
CE2

Elementary-Junior High/Senior High will be recognized by the use of both a yellow and green dot. In addition both ELEM and JRSR will be included in the catalog number. Example: KT
ELEM
JRSR
CE3

For your convenience, we have color coded the sections included in this resource list. The color codes are as follows:

Elementary Materials	Yellow
Junior High/Senior High	Green
Combination ELEM/JRSR	Blue

Recommendations and evaluations of materials in the Career Education Resource Library are available to anyone interested. The Assistant Librarian in the CERL and AV Specialist will always be available to assist all teachers with the use of the library.

If you visit the Career Education Audiovisual Library in the Learning Resources Center, you will be able to locate materials more quickly by noting the color-coded labels. All of the materials other than books and periodicals are color-coded. The color and code is as follows:

Item	Code	Color
Kit (a combination of two or more media designed to be used as a unit)	KT	Black
Cassettes	CT	Red
Posters, Charts	PA	Orange
Filmstrips	FS	Green
Games, Puzzles	GA	Blue
Realia (actual objects or specimens)	RE	Brown

PROCEDURE FOR CHECKING OUT MATERIALS FROM CAREER EDUCATION RESOURCE LIBRARY

To Reserve:

1. Reservation cards will be available in all school offices.
   - A. Be sure to state desired material in order of preference.
   - B. Be sure to send cards to Career Education, State Fair Community College, Sedalia, MO 65301; or give cards to component specialists on their visits.
2. All reservations received will be posted up on a three month rotating calendar which will be placed in the Career Education Resource Library in SFCC.
3. Reservations made more than three months in advance will be filed with the Resource Library Assistant and will be transferred to the three month calendar at the appropriate time.
4. Reservations may also be called in to the SFCC Library, phone 826-7100, ext. 27. (Ask for Career Ed. Resource Library Ass't. or Career Ed. AV Specialist)
5. Confirmation of dates will be sent to teachers immediately upon booking.

To Checkout

1. Use checkout form available.
2. When materials are due, make arrangements to have this returned as close to due date as possible.
3. When the extension of any of the materials is desired, please call Resource Library Assistant or Career Ed. AV Specialist to check to see whether or not it has been previously reserved or inquire at component specialists.

To Return

1. Return all materials to Career Ed. Resource Library by:
   - a. Component specialist or any career ed. staff member
   - b. Mail
   - c. Bringing material to SFCC Career Ed. Resource Library
   - d. Student enrolled in area Vo-Tech school program at SFCC

To Evaluate

1. Evaluation forms are sent with the material requested. Please fill out and return with materials.
2. If Student Reaction Forms are sent, please have your students complete them and return them with materials.

Overdue Materials

Reminders will be sent to all teachers with overdue material.

ELEM BOOKS

Call No.	Book
LC 1043 .C37 ELEM JRSR	Career Education: What It Is and How To Do It, Olympus Publishing Co. Provides answers to some often-asked questions about career education. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1027.5 .C37 1973 ELEM	Career Education and the Elementary School Teacher, Olympus Publishing Co. A "how to do it" book aimed at the elementary level. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
ELEM JRSR	Career Education: A Curriculum Design and Instructional Objectives Catalog, American Institutes for Research. Includes an introduction plus many examples of instructional objectives in various areas. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LC 1044 .K46 ELEM JRSR	Planning and Organizing Career Curricula: Articulated Education, Howard W. Sams and Co., Inc. Includes sections on Transition to Articulated Programs, Structuring Experiences, Developing Learning Experiences, and Assessing, Staffing, and Managing Career Programs. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
HF 5382.5 S24 ELEM	Alike and Different, Benefic Press. First in series entitled "Careers for All." Circulation period 4 weeks, suggested for grade 4.
HF 5381 .C2657 ELEM JRSR	Career Guidance: A Handbook of Methods, Charles E. Merrill Publishing Company. A professional reference book in career programs including a compendium of career guidance methods. Circulation period 3 weeks, suggested for counselors.
LB 1031 .D7 ELEM JRSR	Handbook of Curriculum Design for Individualized Instruction: A Systems Approach, Educational Technology Publications. Contains precise guidelines for designing and developing curriculum materials from rigorously defined behavioral objectives. Circulation period 3 weeks, suggested for teachers and administrators.
ELEM JRSR	Planning, Implementing, and Evaluating Career Preparation Programs, McKnight Publishing Company. A manual in loose-leaf form on strategies, identification, development, implementation and evaluation of programs: includes a "kit of tools" for activities, surveys, etc. Circulation period 4 weeks, suggested for teachers and administrators.

Call No.	Book
LB 1029 .N6 K36 ELEM JRSR	Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education, Educational Technology Publications. Textbook written in Individualized Learning Packages developing a means for creating such materials to be used within the present structure of our school systems. Circulation period 4 weeks, suggested for teachers and administrators.
ELEM JRSR	How to Write and Use Performance Objectives to Individualize Instruction, Educational Technology Publications. A four-volume series including: How to Analyze Performance Outcomes How to Write Performance Objectives How to Classify a Performance Objective How to Develop Performance Instructional Activities and Evaluations Circulation period 4 weeks, suggested for teachers and administrators.
LB 1570 .K28 ELEM JRSR	Behavioral Objectives in Curriculum Development, Educational Technology Publications. A book of selected readings and bibliography on behavioral objectives. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1131 .P629 ELEM JRSR	Criterion - Referenced Measurement, Educational Technology Publications. A series of papers on criterion-referenced scores. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
ELEM JRSR	Manpower and Economic Education, Love Publishing Company. Includes units on the individual and the nature of work, the economic world, the manpower market, career opportunities in the American economy and technology, skills and investment in education.
ELEM JRSR	NVGA Bibliography of Current Career Information, 1973 Edition, National Vocational Guidance Association, Division of APGA. Contains a current career literature listing, career film reviews and a publisher's index. Circulation period 2 weeks, suggested for students, teachers, counselors and administrators.
HF 5381 .P43 ELEM JRSR	Perspectives on Vocational Development, American Personnel and Guidance Association. Contains five parts: introducing vocational development (2, 3, 4) discussing vocational development theory in the past, present and future also special applications. Circulation period 4 weeks, suggested for teachers, counselors, and administrators.

Call No.	Book
ELEM JRSR	The Maturity of Vocational Attitudes in Adolescence, American Personnel and Guidance Association. The second volume of the APGA Inquiry Series includes findings and discussion of the Vocational Development Project. Circulation period 2 weeks, suggested for counselors, teachers and administrators.
LB 1541 .A3 ELEM	Creative Woodwork in the Kindergarten, T. S. Denison and Company, Inc. A booklet explaining why small children should be encouraged to use woodworking tools and how they can be taught to use them safely. Also included are instructions for projects they can make. Circulation period 4 weeks, suggested for primary teachers. (2 copies available)
T 65 .S39 ELEM JRSR	Teaching Children about Technology, McKnight Publishing Company. A three-part text to help teachers teach students about the complexities of industry. Circulation period 2 weeks, suggested for use by teachers.
ELEM JRSR	Developing Students' Potentials, Education Resources Division, Capitol Publications, Inc. Provides the reader with information on three programs that have been conducted in a variety of settings with research and references: Achievement Motivation Training, Human Potential Group Training, Eliminating Self Defeating Behavior Training. Circulation period 2 weeks, suggested for counselors and teachers.
ELEM JRSR	The Parents' Role in Career Development, The National Vocational Guidance Association. To enable parents to help their children make their occupational choice. Circulation period 1 week, suggested for teachers, counselors and administrators.
ELEM JRSR	Guidelines for the Preparation and Evaluation of Career Information Media, National Vocational Guidance Association. A set of Guidelines for filmstrips, films and occupational literature. Circulation period 2 weeks, suggested for teachers and counselors.
TT 185 .L4 ELEM	Carpentry for Children, Sterling Publishing Company, Inc. A book with ideas of things for children to make out of wood. Has step-by-step directions, complete with pictures. Circulation period 4 weeks, suggested for elementary level.

BOOK SERIES

Call Number	Name Publisher Description
PZ 9 .W63 Co ELEM	"Come to Work with Us" Series, Houghton Mifflin. Books with glossaries, teacher's manual. Circulation period 4-6 weeks, suggested for primary level. (Note: Use the same call number for checking out entire series or any individual book.) Includes Come to Work with Us In: a Newspaper House Construction a Department Store a Hospital an Airport a TV Station a Bank a Hotel Aerospace a Toy Factory a Dairy a Telephone Company
	"What Happens" Series, Reilly and Lee Books, Henry Regnery Company. Books that answer questions about what really happens in the systems and institutions that affect students' daily lives. Circulation period 4-6 weeks, suggested for grades 2-4. (Note: Omit call number when checking out entire series. Use call number given when checking out individual titles.) Includes What Happens:
TL 153 .S496 ELEM	At a Gas Station
PN 4737 S48 ELEM	At a Newspaper
HF 5472 .U7 ELEM	At a State Fair
PZ 10 .S558 We ELEM	At a Television Station
QC 875 .U7 S5 ELEM	At a Weather Station
PZ 10 .S558 Wf ELEM	At a Zoo

Call No.	Book
SF 604.5 .S5 ELEM	At an Animal Hospital
GV 1801.5 .S52 ELEM	At the Circus
Z 147 .S45 ELEM	In a Car Factory
	In a Skyscraper
TH 4811 .S45 ELEM	When You Build a House
PZ 10 .S558 Wh ELEM	When You go to the Hospital
HE 6078 .S46 ELEM	When You Mail a Letter
TK 6165 .S5 ELEM	When You Make a Telephone Call
HG 1576 .S5	When You Put Money in a Bank
HB 171.7 .S48 ELEM	When You Spend Money
HE 9787 .S5 ELEM	When You Travel By Plane

Call No.	Book
TK 148 .S53 ELEM	When You Turn On the Light
	Early Career Books, Lerner Publications Company. Book series with each book describing related occupations in the area indicated in the title. Includes a full-page color picture of each occupation. Suggested for third grade. (Note: Omit call number when checking out entire series. Use call number given when checking out individual titles.)
HD 8039 .A4 D4 ELEM	Careers with an Airline
HG 1576 .D38 ELEM	Careers in a Bank
GV 867 .D38 ELEM	Careers in Baseball
QA 76.25 .R39 1973 ELEM	Careers in Computers
HF 5429 .D34 ELEM	Careers in a Department Store
GV 950.7 .R39 ELEM	Careers in Football
GV 847.25 .R39 ELEM	Careers in Hockey
R 690 .D38 ELEM	Careers in a Medical Center

Call No.	Book
HV 7922 .R39 ELEM	Careers with a Police Department
HD 8039 .T3 D37 ELEM	Careers with a Telephone Company
PN 1992.55 .R3 ELEM	Careers with a Television Station
Z 243 .A2 D33 ELEM	Careers in Printing
S 494.5 .A4 B45 1974 ELEM	Careers in Agriculture
HD 9710 .A2 B45 1974 ELEM	Careers in Auto Sales and Service
LB 2832 .B46 ELEM	Careers in Education
QL 50.1 .B46 1974 ELEM	Careers in Animal Care
JS 155 .B45 1974 ELEM	Careers with the City

Call No.	Book
S 944 .B46 1974 ELEM	Careers in Conservation
	Community Helper Series, Albert Whitman and Company. Sample copies from a series dealing with community workers. Each has a picture dictionary, illustrations plus information. Circulation period 2 weeks, suggested for primary grades. Titles include:
TD 148 .C47 ELEM	Clean Streets, Clean Water, Clean Air
TH 4811 .N36 ELEM	New House, New Town
	Medical Books for Children, Lerner Publications Company. A book series written by authorities who have related their topics to children's present day living experiences. Many include an information section for parents and teachers as supplementary material. (Note: Entire series may be checked out or individual titles.) Circulation period 6 weeks. Titles available:
QM 548 .K7 ELEM	Our Wonderful Hands - Suggested for 2-8
QM 549 .K73	Our Remarkable Feet - Suggested for 2-8
QH 367.1 .L4 ELEM	Where Do You Come From?: The Story of Evolution Suggested for 4 up
QL 942 .L6 ELEM	Horns, Hoofs, Nails - Suggested for 2-8
CT 9983 .A1 G4 ELEM	They Wouldn't Quit: Stories of Handicapped People

Call No.	Book
PZ 10 .L47 Re ELEM	Red Man, White Man, African Chief: The Story of Skin Color Suggested for K-8
PZ 10 .F76 Ho ELEM	How We Hear: The Story of Hearing - Suggested for 2-8
PZ 10 .L47 Le ELEM	Lefty: The Story of Left-handedness - Suggested for K-8
PZ 10 .L47 Tw ELEM	Twins: The Story of Twins - Suggested for K-5
PZ 10 .L47 Do ELEM	Doctor's Tools - Suggested for 2-8
PZ 10 .L47 Pe ELEM	Peter Gets the Chickenpox - Suggested for K-5
PZ 10 .L214 De ELEM	Dentist's Tools - Suggested for 2-8
PZ 10 .S1933 Wh ELEM	Why Glasses?: The Story of Vision - Suggested for 4-8

Call No.	Book
PZ 10 .B295215 Ho ELEM	How We Talk: The Story of Speech - Suggested for 2-8
PZ 10 .L47 M ELEM	Michael Gets the Measles - Suggested for K-5
PZ 10 .G533 Ka ELEM	Karen Gets a Fever - Suggested for K-8
PZ 10 .L47 Fu ELEM	Fur, Feathers, Hair - Suggested for 2-8
PZ 10 .E7 Pe ELEM	Penny, the Medicine Maker: The Story of Penicillin Suggested for K-5
PZ 10 .L47 De ELEM	Dear Little Mump Child - Suggested for K-5

Basic Understanding Series, Benefic Press. Explanations of the student's world. (Note: May be checked out as a series or by individual titles.) Circulation period 4 weeks, suggested for grades 1-5.

Call No.	Book
PE 1127 .C6 M3 ELEM	How We Get Our Mail
PE 1127 .F35 P7 ELEM	How Families Live Together

Call No.	Book
PE 1127 .M4 M4 ELEM	How Hospitals Help Us
PE 1119 .H215 ELEM	How Schools Help Us
PE 1127 .H85 B331 ELEM	How We Celebrate Spring Holidays
PE 1119 .M116 ELEM	How We Get Our Clothing
PE 1127 .G6 B33 ELEM	How We Get Our Dairy Foods
PE 1127 .A4 M3 ELEM	How Airplanes Help Us
PE 1127 .F6 B3 ELEM	How Foods are Preserved
PE 1127 .T7 P74 ELEM	How We Travel on Water
GA 130 .S8 ELEM	How We Use Maps and Globes

Call No.	Book
PZ 9 .S811 Ho ELEM	How Rules and Laws Help Us
PZ 10 M477 Ho ELEM	How Farms Help Us
JK 273 .S73 ELEM	How Our Government Helps Us
PE 1127 .C6 M25 ELEM	How Communication Helps Us
PE 1127 .P7 M3 ELEM	How Printing Helps Us
PE 1127 .T7 P7 ELEM	How We Travel on Land
PE 1127 .C55 M3 ELEM	How We Get Our Cloth
PE 1127 .D9 P7 ELEM	How We Get Our Shelter
PE 1119 .S687 ELEM	How People Live in the Big City

Call No.	Book
HG 221.5 .S7 ELEM	How People Earn and Use Money
HT 351 .S83 ELEM	How People Live in the Suburbs
AG 5 .C515 1974 ELEM	The How and Why Library, by Childcraft. A fifteen volume set which concentrates on broad areas of children's interests and also to broad areas of the school curriculum. Titles include: Poems and Rhymes Stories and Fables Children Everywhere World and Space About Animals The Green Kingdom How Things Work Holidays and Customs Places to Know Make and Do Look and Learn Look Again Guide and Index

ELEM KITS

Call No.	Kit
KT ELEM CE1	DUSO (Developing Understanding of Self and Others) Kit I. American Guidance Service, Inc. Includes books, posters, cassettes, hand puppets, puppet props, activity cards, and supplementary activities. Circulation period 4-6 weeks, suggested for K-lower primary.
KT ELEM CE2	DUSO (Developing Understanding of Self and Others) Kit II, American Guidance Service, Inc. Includes posters, cassettes, hand puppets, activity cards, and supplementary activities. Circulation period 4-6 weeks, suggested for upper primary-grade 4.
KT ELEM CE3	"I Want to Be" Tree, Children's Press. Tree with six book bags, four copies of a title to a bag plus teacher's guide and cassette. Circulation period 4 weeks, suggested for grade two reading level. The following books are included and may be checked out singly if the kit is not in use:

Call No.	Book
PZ 10 .B1472 Ib	I Want to Be A Forester
	I Want to Be A Musician
PZ 10 .B1472 Ib	I Want to Be A Beauty Operator
HF 5547 .B24	I Want to Be a Secretary
PZ 10 .B1472 Ig	I Want to Be an Architect
GV 847.25 .B34	I Want to Be a Hockey Player

Call No.	Kit
KT ELEM CE4	Careers Unit, Scholastic. A unit from the Dimension program containing a filmstrip and cassette plus teacher's guide and materials for classroom activities. Circulation period 4 weeks, suggested for grades 4-6.
KT ELEM CE5	How Do You Feel? Hats, Trend Enterprises. Six plastic hats portray sadness, happiness, fear, anger, suprise and puzzlement, Circulation period 3 weeks, suggested for primary students, can be used by teachers or counselors.
KT ELEM CE6	Experimental Development Program, Unit A: You and Your Family, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included: I am Here My Family and I My Friends and I I Can Do It Circulation period 4-6 weeks, suggested for K-1.
KT ELEM CE7	Experimental Development Program, Unit B: You and Your Friends, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included: Going to School About Our School In Our Class In Our School Circulation period 4-6 weeks, suggested for K-1.
KT ELEM CE8	Experimental Development Program, Unit C: You and Others, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included: I Live in the City Going and Coming Animals We Know Community Friends Circulation period 4-6 weeks, suggested for K-1.
KT ELEM CE9	When I Grow Up, I Want to Be . . ., Instructo. Characters, clothing and accessories for over 36 occupations for use with flannel board, plus teaching guide. Circulation period 4 weeks, suggested for primary grades.
KT ELEM CE10	Most Important Person, Encyclopedia Britannica. Includes film kits on Attitudes, Feelings, Getting Along with Others, and Identity, featuring Hairy, Fumble, and Bird--three personalities in puppet form. Two puppet kits accompany each film kit along with activity cards, song card, record and teacher's guide.

Call No.	Kit
KT ELEM CE11	It's O.K. To Be Me, Musical Motivators Service. Films include:
KT ELEM CE11-A	Attitudes Oops, I Made a Mistake! I'm Lonely *Why Not Try?* We Can Do It! It's Not Much Fun Being Angry Nothing Ever Seems to Work Out for Me
KT ELEM CE11-B	Identity I'm the Only Me! Where Are You in Your Family? How Do We Look? What Do You Think You Want to Be? Every Family is Special The Most Important Person
KT ELEM CE11-C	Feelings Feeling Good, Feeling Happy! I Used to Be Afraid Different Kinds of Love
KT ELEM CE11-D	Getting Along with Others Growing Up Doing Something Nice Thinking of Others What is a Friend? What Do You Mean? Living Things are All Around Us Share It with Someone
KT ELEM JRSR CE12	Educator's Kits, Let's Save the Children, Inc. Units based on experience of popular black personalities. (Roberta Flack, Issac Hayes, The Jackson Five, Nikki Giovanni, Flip Wilson, The Staple Singers, Marvin Gaye, Rev. Jesse Jackson.) Includes books, teacher's guide, puzzles, and coloring books. Circulation period 4 weeks, suggested for K-8.
KT ELEM JRSR CE13	Compulearn Career Education Program, Random House. A battery-operated console used with program cards. Helps students progress through series of questions on interests, career information, etc. Includes educator guides, student guides, bibliographies, career index, console and program cards. Circulation period 3 weeks, suggested for K-2.

Call No.	Kit
	Off We Go to the . . ., by Guidance Associates. Provides a "field trip" to the designated places through filmstrips and cassettes, meanwhile it is unlocking the door of interest to the world of work. Circulation period 1 week, suggested for elementary level. Titles include:
KT ELEM CE14	Off We Go to the Auto Proving Ground
KT ELEM CE15	Off We Go to the Bike Factory
KT ELEM CE16	Off We Go to the Aquarium
KT ELEM JRSR CE17	The Paycheck Puzzle, by Guidance Associates. A two part series with Part I explaining automatic and voluntary payroll deductions, and Part II examining types and variations of benefits young workers may encounter. Circulation period 1 week, suggested for K-12.
KT ELEM JRSR CE18	Jobs and Gender, by Guidance Associates. Explores how sexual barriers and sterotypes have influenced men's and women's vocational choices; discusses changing concepts of "masculine" and "feminine" work roles through male teachers, a male nurse, etc. Circulation period 1 week, suggested for K-12.
KT ELEM CE19	Career Awareness Series, by Educational Activities, Inc. This series explores the world of work and introduces students to many careers. Titles include: School Workers Susan Goes to the Hospital Building a Building A Visit to the Airport Circulation period 4 weeks, suggested for elementary level.

ELEM PERIODICALS

Volume and Number	Name Publisher
Specimen Set	"A Highway to Work and Play," McKnight Publishing Company. A specimen set containing a teacher's guide with content of all 16 issues plus two full size sample copies for each level, 1-6. Circulation period 3 weeks, suggested for teachers of grades 1-6.
P ELEM JRSR May 73 June/July 73 Sept./Oct. 73 Nov. 73 Dec. 73 Jan./Feb. 74 Mar. 74 Apr./May 74	CAREER EDUCATION DIGEST, Educational Properties, Inc. Monthly magazine of information and materials related to career education. Circulation period 2 weeks, suggested for teachers, counselors, and administrators.
	LET'S FIND OUT, Scholastic Magazines. Samples of two issues of student magazine with teaching aide and teacher's edition. Circulation period 4 weeks, suggested for K. Consists of:
VII-1 Oct. 72	The City Halloween Water Pipes
VIII-5 Feb. 74	About Houses —3 Parts

ELEM POSTERS

Call No.	Poster
PA ELEM JRSR CE1	Career Education Model K-Adult, Education Properties, Inc. In chart form. Lists of the elements and goals of career education, and the means of achieving these goals by grade level. Circulation period 2 weeks, suggested for teachers, counselors and administrators.
PA ELEM CE2	Community Helpers Bulletin Board Cutouts, Trend Enterprises. Figures ranging up to 27" of seven community workers. Circulation period 4-6 weeks, suggested for primary level.
PA ELEM CE3	Transportation posters, Trend Enterprises. Eight full color, 21" X 29" glossy posters and detailed resource guide showing over 85 different vehicles incorporated into the following settings: a farm, harbor, airport, lake, a suburban and an urban neighborhood and industrial area. Circulation period 4-6 weeks, suggested for primary level.
PA ELEM CE4	Mothers Do Many Kinds of Work, Scott, Foresman and Company. Eight copies of poster showing mothers in various work situations. Circulation period 4 weeks, suggested for primary and intermediate levels.

ELEM REALIA

Call No.	Realia
RE ELEM CE1	Coping Saws (12 Saws) with extra blades. Circulation period 4 weeks, suggested for students at all age levels.
RE ELEM CE2	Hats Fireman's Helmet Fatigue Cap Flight Cap Two Officer's Flight Caps Circulation period 2 weeks (may be checked out individually), suggested for elementary students.
RE ELEM CE3	Tool Chest. Complete with many tools necessary for completing projects in the Carpentry for Children book, which is also available in the Career Education Resource Library. Circulation period 2 weeks, suggested for elementary level.
RE ELEM CE4	Footnotes to Community Helpers, by Wilson Corporation. Six records designed to provide the elementary school child with an awareness and an appreciation of the contributions made by "community helpers." Circulation period 2 weeks, suggested for elementary level.

ELEM GAMES AND PUZZLES

Call No.	Games and Puzzles
GA ELEM CE1	Motor Expressive Cards I and II, Developmental Learning Materials. Each contains one instructional sheet and thirty cards to be used to stimulate development of motor and visual coordination and also to encourage verbalization of ideas. Example: picture of hammer associated with picture of nail. Circulation period 2 weeks, suggested for primary and lower intermediate levels.
GA ELEM CE2	Shopping Lists Game, Developmental Learning Materials. Contains shopping lists associated pictures, play money, instructional sheet and card holder; allows the student to learn word-picture association, utilize alphabetizing skills and develop his vocabulary. Circulation period 2 weeks, suggested for primary and intermediate levels.
GA ELEM CE3	Building Match-ups, Developmental Learning Materials. The match-up cards help to develop readiness skills such as discrimination, memory and language, also includes instructional sheet. Each card pictures a building housing a business while the small cards depict an associated object or person. Includes a drug store, grocery, music store, clothing store, hotel, medical building, factory and gas station. Circulation period 2 weeks, suggested for primary and intermediate levels.
GA ELEM CE4	Job Puzzles, Developmental Learning Materials. Eight puzzles to help a child develop body concept and visual attention to pictures. Includes a mailman, nurse, teacher, fireman, football player, farmer, policeman, painter.
GA ELEM CE5	Occupational Puzzles, Playskool. Durable puzzles showing the following occupations: waitress, fireman, milkman, doctor, nurse, patrolwoman, postman, grocer, baker, and farmer. Circulation period 2 weeks, suggested for primary level.

SOURCES of CAREER and OCCUPATIONAL INFORMATION

SOURCES OF CAREER AND OCCUPATIONAL INFORMATION

Listed below are recognized sources of accurate and relevant career information for each of the occupational areas. These materials can be obtained without charge.

Accounting - For more information write:

National Society of Public Accountants
1717 Pennsylvania Avenue, N.W.
Washington, DC 20006

American Institute of Certified Public Accountants
666 Fifth Avenue
New York, NY 10019

Accounting Career Council
National Distribution Center
P.O. Box 650, Radio City Station
New York, NY 10019

National Association of Accountants
505 Park Avenue
New York, NY 10022

Financial Executives Institute
50 West 44th Street
New York, NY 10036

The Institute of Internal Auditors
170 Broadway
New York, NY 10038

Advertising, Marketing, and Public Relations - For more information write:

American Association of Advertising Agencies
200 Park Avenue
New York, NY 10017

American Advertising Federation
1225 Connecticut Avenue, N.W.
Washington, DC 20036

American Marketing Association
230 North Michigan Avenue
Chicago, IL 60601

Public Relations Society of America, Inc.
845 Third Avenue
New York, NY 10022

Association of Industrial Advertisers
41 East 42nd Street
New York, NY 10017

Small Business Administration
Washington, DC 20416

Service Department
Public Relations News
127 East 80th Street
New York, NY 10021

Aerospace and Aviation - For more information write:

American Institute of Aeronautics and Astronautics
1290 Avenue of the Americas
New York, NY 10019

Air Transport Association of America
1000 Connecticut Avenue, N.W.
Washington, DC 20036

General Aviation Manufacturers Association
1025 Connecticut Avenue, N.W.
Washington, DC 20036

Agribusiness and Natural Resources - For more information write:

American Farm Bureau Federation
225 Touhy Avenue
Park Ridge, IL 60068

American Society of Agricultural Engineers
2950 Niles Road
St. Joseph, MI 49085

American Society of Animal Science
39 Sheridan Avenue
Albany, NY 12210

U.S. Department of the Interior
Fish & Wildlife Service
Bureau of Sports, Fisheries & Wildlife
Washington, DC 20240

U.S. Department of Agriculture
Forest Service
633 W. Wisconsin Avenue
Milwaukee, WI 53203

National Forest Products Association
1619 Massachusetts Avenue, N.W.
Washington, DC 20036

Missouri Dept. of Conservation
Jefferson City, MO 65101

Automotive - For more information write:

Educational Affairs Department
Ford Motor Company
The American Road
Dearborn, MI 48121

U.S. Electrical Motors, Inc.
200 E. Slawson Avenue
Los Angeles, CA

Ford Motor Company
Motion Picture Department
American Road
Dearborn, MI 48121

General Motors Corporation
Room 1-101, General Motors Building
Detroit, MI 48202

Architecture - For more information write:

Association of Collegiate Schools of Architecture
1785 Massachusetts Avenue, N.W.
Washington, DC 20036

The American Institute of Architects
1735 New York Avenue, N.W.
Washington, DC 20006

The American Institute of Architects
1785 Massachusetts Avenue, N.W.
Washington, DC 20036

Banking, Finance, and Investment - For more information write:

The American Bankers Association
1120 Connecticut Avenue, N.W.
Washington, DC 20036

Investment Counsel Association of America, Inc.
127 East 59th Street
New York, NY 10022

National Consumer Finance Association
1000 16th Street, N.W.
Washington, DC 20036

National Association of Bank Women, Inc.
National Office
111 E. Wacker Drive
Chicago, IL 60601

Federal Deposit Insurance Corporation
Director of Personnel
550 17th St., N.W.
Washington, DC 20429

"How Our Banks Help Our City"
Manufacturers Hanover Trust Company
Publications Department
350 Park Avenue
New York, NY 10022

Business and Office Services - For more information write:

Administration Management Society
Publications Department
Willow Grove, PA 19090

American Management Association
135 West 50th Street
New York, NY 10020

National Association of Purchasing Management
11 Park Place
New York, NY 10001

National Secretaries Association (International)
616 East 63rd Street
Kansas City, MO 64110

Communication and Media - For more information write:

American Newspaper Publishers Association Foundation
750 Third Avenue
New York, NY 10017

Sigma Delta Chi, National Professional Journalism Society
35 East Wacker Drive
Chicago, IL 60601

Education Council of the Graphic Arts, Inc.
4615 Forbes Avenue
Pittsburgh, PA 15213

Modern Language Association
60 Fifth Avenue
New York, NY 10011

American Library Association
50 East Huron Street
Chicago, IL 60611

National Association of Broadcasters
1771 N Street, N.W.
Washington, DC 20036

Construction - For more information write:

Associated Builders and Contractors, Inc.
P.O. Box 698
Glen Burnie, MD 21061

Weyerhaeuser
Cliff Building
Tacoma, WA 98401

National Association of Home Builders
1625 L Street, N.W.
Washington, DC 20036

Data Processing and Computer - For more information write:

Data Processing Management Association
505 Busse Highway
Park Ridge, IL 60068

American Federation of Information Processing Societies, Inc.
210 Summit Avenue
Montvale, NJ 07645

Automation Institute of America, Inc.
760 Market Street, Suite 600
San Francisco, CA 94102

Association of Computing Machinery
1133 Avenue of the Americas
New York, NY 10036

Education - For more information write:

National Education Association
1201 16th Street, N.W.
Washington, DC 20036

American Federation of Teachers
1042 14th Street, N.W.
Washington, DC 20005

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, DC 20015

The Council for Exceptional Children
Suite 900
1411 South Jefferson Davis Highway
Arlington, VA 22202

Audio Dynamic Research Inc.
1219 E. 11th Street
Pueblo, CO 81001

American School Counselor Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009

The Zaner Bloser Company
612 N. Park Street
Columbus, OH 43215

U.S. Department of Health, Education and Welfare
Office of Education
Washington, DC 20015

The College Placement Council, Inc.
P.O. Box 2263
Bethelem, PA 18001

Special Education Majors
Order "Speaking over Barriers"
S. Western Bell Company
1625 Grand Avenue
Kansas City, MO 64106

Electronics - For more information write:

National Alliance of Television and Electronics Service Association
5908 S. Troy Street
Chicago, IL 60629

General Electric Company
P.O. Box 58408
Houston, TX 77058

Electronics Industries Association
2001 Eye Street, N.W.
Washington, DC 20006

Westinghouse Electrical Corp.
School Service
306 Fourth Avenue
Pittsburgh, PA 15213

Engineering - For more information write:

Engineers' Council for Professional Development
345 East 47th Street
New York, NY 10017

American Institute of Industrial Engineers, Inc.
United Engineering Center
345 East 47th Street
New York, NY 10017

American for Engineering Education
1346 Connecticut Avenue, N.W.
Washington, DC 20036

American Institute of Chemical Engineers
345 East 47th Street
New York, NY 10017

Institute of Electrical and Electronics Engineers, Inc.
345 47th Street
New York. NY 10017

The American Society of Mechanical Engineers
United Engineering Center
345 East 47th Street
New York, NY 10017

The Society of Mining Engineers of AIME
345 East 47th Street
New York, NY 10017

American Society of Civil Engineers
345 East 47th Street
New York, NY 10017

Environment - For more information write:

Institute of Environmental Sciences
940 East Northwest Highway
Mt. Prospect, IL 60058

National Environmental Health Association
1600 Pennsylvania Street
Denver, CO 80203

Society of American Foresters
1010 16th Street, N.W.
Washington, DC 20036

The American Forestry Association
1319 18th Street, N.W.
Washington, DC 20036

American Geological Institute
2201 M Street N.W.
Washington, DC 20037

Interagency Board of U.S. Civil Service Examiners for Washington, DC
1900 E Street, N.W.
Washington, DC 20415

American Meteorological Society
45 Beacon Street
Boston, MA 02108

American Geophysical Union
2100 Pennsylvania Avenue, N.W.
Washington, DC 20037

Packet of Teaching Materials
Western Wood Products Association
700 Yeon Building
Portland, OR 97204

International Oceanographic Foundation
1 Rickenbacker Causeway
Virginia Key
Miami, FL 33149

U.S. Civil Service Commission
Washington, DC 20250

Employment Division
Office of Personnel
U.S. Department of Agriculture
Washington, DC 20250

Ecology - For more information write:

The Garden Club of America
598 Madison Avenue
New York, NY 10022
(Ask for "The World Around You Environmental Education Packet")

California Redwood Association
617 Montgomery Street
San Francisco, CA 94111

McDonald's Ecology Action Packet
P.O. Box 2344
Kettering, OH

Arkansas Department of Parks & Tourism
149 State Capitol
Little Rock, AR 72201

The Wildlife Society, Ste. S-176
3900 Wisconsin Avenue, N.W.
Washington, DC 20016

Ecological Society of America
Department of Botany
Southern Illinois University
Carbondale, IL 62901

Soil Conservation Society of America
7515 N. E. Ankeny Road
Ankeny, IA 50021

Soil Conservation Service
U.S. Department of Agriculture
Washington, DC 20250

Food Service and Processing - For more information write:

Institute of Food Technologists
176 West Adams Street
Chicago, IL 60603

Quaker Oats
Box 5855
Chicago, IL 60677

Sunkist Growers
Consumer Service
P.O. Box 7888
Valley Annex, Van Nurp, CA 91409

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

National Dairy Council
111 North Canal Street
Chicago, IL 60606

The Institute of Food Technologists
Suite 2120
221 North LaSalle Street
Chicago, IL 60601

Government - For more information write:

United States Civil Service Commission
c/o Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Health and Medicine - For more information write:

American Hospital Association
840 North Lake Shore Drive
Chicago, IL 60611

National Health Council, Inc.
1740 Broadway
New York, NY 10019

American Medical Record Association
875 North Michigan Avenue, Suite 1850
Chicago, IL 60611

American Association of Medical Assistants
200 East Ohio Street
Chicago, IL 60611

American Medical Association
Department of Health Manpower
535 North Dearborn Street
Chicago, IL 60610

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, IL 60611

American Dietetic Association
Publications Department
620 North Michigan Avenue
Chicago, IL 60611

National Association for Mental Health
10 Columbus Circle
New York, NY 10019

Crest (Dental & Health)
c/o Proctor & Gamble
Cincinnati, OH 45202

Modern Talking Picture Service
2323 Hyde Park Road
New Hyde Park, NY 11040
"Dudley the Dragon" (Dental Health)
Film, 30 minutes

National League for Nursing
10 Columbus Circle
New York, NY 10019

American Optometric Association
7000 Chippewa Street
St. Louis, MO 63119

American Physical Therapy Association
1156 15th Street, N.W.
Washington, DC 20005

Registry of Medical Technicians
P.O. Box 4872
Chicago, IL 60680

Hospitality and Recreation -
For more information write:

National Recreation and Park Association
1700 Pennsylvania Avenue, N.W.
Washington, DC 20006

American Hotel and Motel Association
Kellogg Center
East Lansing, MI 48823

Arkansas Department of Parks & Tourism
149 State Capitol
Little Rock, AR 72201

American Association for Health, Physical Education and Recreation
1201 16th Street, N.W.
Washington, DC 20036

Industry, Machine and Tool Trades -
For more information write:

The American Society for Metals
Metals Park, OH

Scientific Apparatus Makers Association
370 Lexington Avenue
New York, NY 10017

U.S. Steel Corporation
525 William Penn Place
Pittsburg, PA

Insurance Occupations -
For more information write:

National Association of Public Insurance Adjusters
1613 Munsey Bldg.
Baltimore, MD 21202

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Insurance Information Institute
100 William Street
New York, NY 10038

John Hancock Mutual Life Insurance Company
200 Berkley Street
Boston, MA 02117

Mathematics Occupations -
For more information write:

American Mathematical Society
P.O. Box 6248
Providence, RI 02904

Mathematical Association of America
1225 Connecticut Avenue
Washington, DC 20036

Association for Computing Machinery
1133 Avenue of the Americas
New York, NY 10036

Society for Industrial and Applied Mathematics
33 South 17th Street
Philadelphia, PA 19103

Personal Services - For more information write:

U.S. Army Recruiting
Main Station
2420 Broadway
Kansas City, MO 64108
(Posters, uniforms)

Society of American Florists
901 North Washington Street
Aldexandria, VA 22314

Retail Jewelers of America, Inc.
1025 Vermont Avenue, N.W.
Washington, DC 20005

Gemological Institute of America
11940 San Vicentee Blvd.
Los Angeles, CA

National Society of Interior Designers
315 East 62nd Street
New York, NY 10021

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Associated Master Barbers and Beauticians of America
219 Greenwich Road
Charlotte, NC 28211

American Institute of Laundering
Joliet, IL 60434

Sales - For more information write:

National Automobile Dealers Association
2000 K Street
Washington, DC 20006

National Association of Real Estate Boards
155 East Superior Street
Chicago, IL 60611

The National Retail Merchants Association
100 West 31st Street
New York, NY 10001

The National Association of Wholesaler, Distributers
1725 K Street, N.W.
Washington, DC 20006

Sales and Marketing Executive International
Student Education Division
630 Third Avenue
New York, NY 10017

Science - For more information write:

American Astronomical Society
211 Fitz Randolph Road
Princeton, NJ 08540

American Institute of Biological Sciences
3900 Wisconsin Avenue, N.W.
Washington, DC 20016

Entomological Society of America
4603 Calvert Road
College Park, MD 20740

American Society for Microbiology
1913 I Street, N.W.
Washington, DC 20036

American Geological Institute
2201 M Street, N.W.
Washington, DC 20036

Society of Exploration Geophysics
Box 3098
Tulsa, OK 74101

The American Meteorological Society
45 Beacon Street
Boston, MA 02108

American Society of Horticulture Science
615 Elm Street
St. Joseph, MI 49085

Birds
Massachusetts Audubon Society
Lincoln, MA 01773

Gulf Oil Corporation
P.O. Box 1166
Pittsburg 30, PA

Manufacturing Chemists' Association, Inc.
1825 Connecticut Avenue, N.W.
Washington, DC 20009

American Institute of Physics
335 East 45th Street
New York, NY 10017

Interagency Board of U.S. Civil Service
Examiners for Washington, DC
1900 E Street, N.W.
Washington, DC 20415

Social Science Occupations - For more information write:

The American Anthropological Association
1703 New Hampshire Avenue, N.W.
Washington, DC 20009

Smithsonian Institute
Washington, DC 20560

American Economic Association
1313 21st Avenue South
Nashville, TN 37212

The Foreign Service in the Seventies
U.S. Department of State
Washington, DC 20520
Publication 8535 (Free)

Association of American Geographers
1710 16th Street, N.W.
Washington, DC 20009

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, IL 60640
(Chart of map and globe skills)

Social Work - For more information write:

National Association of Social Workers
1425 H Street, N.W.
Washington, DC 20005

National Center for Church Vocations
1307 South Wabash Avenue
Chicago, IL 60605

Transportation - For more information write:

Continental Trainways
P.O. Box 730
Wichita, KS 67202

American Trucking Association
1616 P Street, N.W.
Washington, DC 20036

The Association of American Railroads
Public Relations Department
1920 L Street, N.W.
Washington, DC 20036

Ford Motor Company
The American Road
Dearborn, MI 48121

FIELD TRIP PROCEDURES, GUEST SPEAKERS, and FIELD TRIP SITES LISTING

CRITERIA FOR USING THE COMMUNITY RESOURCES

A. Using the resources of the community as a source of learning experiences depends upon what type of experience is most appropriate at the time in terms of desirable learnings.

   1. Often reading books, student discussion, laboratory time or lectures, represent efficient and effective forms of learning experiences.

   2. The above experiences can be sterile and may not result in effective learning. Community resources frequently provide a type of motivation that is of great value.

B. The community should be used as a learning laboratory only when the time is adequate to permit pre-planning and post-evaluation.

   1. A considerable amount of time should be spent pre-planning all field trips. (A poorly planned field trip may serve no practical learning experience other than the fun the student has of being away from school.)

   2. The teachers and pupils should cooperatively establish the values to be gained.

   3. Attention should be given to the important things that pupils should look for as well as questions they might ask.

   4. Post-trip evaluation should be made to determine if objectives were met.

C. The group should be kept small. Teacher aides and parental assistance could be utilized to achieve small group learning experiences.

D. Field trips are not always necessary. Other times resource speakers may be brought to the classroom.

E. Comply with your school districts policy statement concerning the utilization of community resources.

FIELD TRIP PROCEDURES

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear and taste. Talking about careers may be somewhat informative but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the classroom.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community
    a. Home
    b. School
    c. Neighborhood
    d. Local or nearby town
2. Helping them observe working conditions
3. Helping them develop an awareness of the interdependence of workers

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip
2. Teacher and/or committee of pupils make the trip first (if feasible)
    a. Get idea of time involved
    b. Find out who the people are
    c. Find out the problems to be met
    d. Find out what background information students should have

3. Make plans for transportation
    a. What kind?
    b. Who will provide it?
    c. What will it cost?

4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given
    a. Stories
    b. Pictures
    c. Role playing
    d. Class discussion

2. Student committee should gather career information.

3. Safety precautions should be discussed.

4. Behavior as guest should be made clear.

Post-trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?

2. What do these workers do each day?

3. What are their working days?

4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

STUDY OF LOCAL OCCUPATIONS THROUGH FIELD TRIPS

1. Write letters asking permission to tour a plant.
2. Review before each trip suggestions for acceptable behavior and what to observe.
3. Hold a class discussion on what to observe with such questions as these in mind:
    (1) Would I have what it takes to do that job?
    (2) Would it meet my needs?
    (3) Would I enjoy doing that job?
4. Hold a panel discussion on advantages and disadvantages of work in this particular occupation.
5. Have a teacher give a short test on information brought out during the question period on the day following the tour.
6. Have a news release prepared by a committee after each field trip.
7. Send a letter of thanks from the class to the guide of the plant toured.
8. Obtain answers to the following questions from proper resource: employees, personnel department, person conducting tour.
    1. What educational background did the person have to get the job?
    2. What responsibility does each employee have to his respective department?
    3. What are the fringe benefits?
    4. How is the rate of pay determined?
    5. What are the working conditions?
    6. What are some of the operational aspects of the store or industry?

    NOTE: These questions are suggestions as to what type of information is desired. It is obvious that you can add to or modify the list. It is recommended that one class period be devoted to planning the field trip.
9. It is recommended that one class period be devoted to an evaluation or discussion of what was learned from the field trip. (What are you going to talk about when you come back?)

Discussion:
1. What are you going to try to learn?
2. Ask students what they want to learn.
3. Have an objective of what you plan to do with the information you obtain.

SUGGESTED GUIDELINES FOR THE SPEAKER

After scheduling the speaker, date and time, the teacher should:

A. Supply the resource speaker with the following information about the class: grade level or ability levels, group interests and educational goals.

B. Ask the speaker to encourage the students to stay in school and to stress the importance of a high school diploma.

C. State total time available.

  1. Tell the speaker how long he may talk to the class.
  2. Request time for a question and answer period.

D. Encourage the speaker to bring any large pictures or displays that may be suitable for illustrative purposes.

E. Contact the speaker in advance to see if he will require any visual aid equipment or supplies from the teacher or class.

F. Ask the speaker to cover (as it applies to his occupation):

  1. Requirements of this type of work.
  2. Hazards of this type of work (heat, cold, noise).
  3. Benefits: salary range, hours, vacations.
  4. Types of occupations which may develop in this industry.
  5. Attendance
  6. Training and education needed.
  7. What special satisfactions to be derived from this occupational area.
  8. Explain equipment used.

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
La Monte Community Bank	100 W. Pine La Monte, MO		347-5656				
La Monte City Hall	115 W. Pine La Monte, MO		347-5606	Visit Council Meeting the first Monday night each month			
U. S. Post Office	111 S. Main La Monte, MO		347-5450				
Benton County R-I	Cole Camp, MO	Vergil Oglevie	668-4427	No	0	0	Possibly
Bohling Grocery	Cole Camp, MO	E. G. Bohling		No	0	0	Possibly
Borchers & Heimsoth	Cole Camp, MO	Ervin Borchers	668-4923	No	0	0	Possibly
Phyllis's Beauty Shop	Cole Camp, MO	Phyllis Templeton		No	0	0	Possibly
W. K. Garage	Cole Camp, MO	Walt Weymuth	668-4421	Yes	25-30	7-12	Yes
Dala's Botique	Tipton, MO	Dala Yantz	433-2626	No	0	0	Yes
Cargill Nutrena Feeds	Smithton, Mo	Gene Hudiburg	343-5319	Yes	10	7-12	Yes
Farmer's Bank of Lincoln	Lincoln, MO	Karl Kroenke	547-3311	Yes	30	1-12	Possibly
Lincoln New Era Newspaper	Lincoln, MO	George Williams	547-3800	Yes	Inquire		Possibly
MFA Implement	Lincoln, MO	Clarence Frisch	547-3318	Possibly	Inquire		Possibly
Silver Dollar City (a blacksmith--makes things of chains & nails--plays instrument)	Silver Dollar City, MO	Mayor of Silver Dollar City				K-6	

Would visit two buildings--one performance in each--has film on crafts of Silver Dollar City.

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
American Electrical Industries	Highway 50 Sedalia, MO	Russ Woodyard	827-1712	Yes	30	7-12	Yes
Archias Floral Company	4th and Park Sedalia, MO	Don King	826-4000	Yes	20	K-12	Yes
B & E Market	1701 S. Kentucky Sedalia, MO	Jim Dick	826-2188	Yes	30	3-12	No
J & J	1321 S. Limit Sedalia, MO	Jack Smith	827-2485	No	0	0	Possibl
Boonslick Regional Library	Sixth & Lamine Sedalia, MO	Ms. V. Corley	826-6195	Yes	20	K-9	Possibl
Bothwell Hospital Physical Therapy	644 E. 13 Sedalia, MO	Nevin Almquist	826-8833	Yes	7-15	7-12	Yes
Bothwell Hospital	644 E. 13 Sedalia, MO	Marie Nicholson	826-8833	Yes	20	12-16	No
Broadway Lanes, Inc.	2119 W. Broadway Sedalia, MO	Edith Simons	827-0404	Yes	Large	K-14	Possibly
Broadway Car Wash	310 W. Broadway Sedalia, MO	Dale Arms	826-0375	Yes	25-30	1-12	No
Brown, McCloskey, Buckley	309 E. Fifth St. Sedalia, MO	Mabel Glenn	826-7373	No	0	0	No
Cablevision, Inc.	600 S. Osage Sedalia, MO	Lynn Harrison	826-0933	Yes	20	5-9	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Central Mo. Electric Co-op (R.E.A.)	N. Highway 65 Sedalia, MO	Ed Walters	826-2900	No	0	K-6	Yes
Classic Studio	6th & Kentucky Sedalia, MO	Ed Brummett	826-8888	Yes	5-10	7-12	Yes
Consumers Supermarket	Hancock & Broadway Sedalia, MO	Bill Smillie	827-3190	Yes	15	K-12	Yes
C. W. Flower	219 S. Ohio Sedalia, MO	Mrs. Austin	826-3200	Yes	15-20	11-16	Yes
Doctor of Osteopathy	1701 S. Lafayette Sedalia, MO	Dr. Joe Bennett	826-6623	Yes	5 at a time	7-12	Yes
Fire Department	Main St. & State Fair Blvd. Sedalia, MO	Ronnie Ollison	826-9058	Yes	15-20	K-12	Yes
Flat Creek Vet. Hosp.	1701 W. Main Sedalia, MO	Dr. Peacock	827-2057	Yes	10-15	K-12	Yes
Wally Frank Oil Company	3rd & Hancock Sedalia, MO	Wally Frank	826-6666	No	0	K-12	Yes
Bill Greer Body Shop	Main Street Sedalia, MO	Orval Burd	827-2162	Yes	5	10-12	No
Holiday Inn	32nd & Limit Sedalia, MO	Jim Grieshaber	826-6100	Yes	40-50	8-9	Possibl
IBEW Local 814 Credit Union	2111 W. Broadway Sedalia, MO	June Kuhlman	826-0814	Yes	6 at a time	8-12	Possibl
IGA	2042 W. Broadway Sedalia, MO	Ralph Huff	827-1452	Yes	25	K-12	Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Industrial Loan & Investment	120 W. Fifth Sedalia, MO	Firman Boul	826-4800	Yes	25	7-12	Yes
Jim's Garden Center	1000 W. Main Sedalia, MO	James L. Foster	826-4411	Yes	15	4-9	Possibly
Bob Johnson TV & Appliance	2907 W. Broadway Sedalia, MO	Ray Thompson Paul Johnson	827-2326	Yes	15-20	7-12	Possibly
KDRO Radio	W. Highway 50 Sedalia, MO	Herb Brandes	826-5005	Yes	15-30	K-12	Yes
Kim Originals	2500 E. Broadway Sedalia, MO	Bill Cline	826-2500	Yes	15	K-12	Possibly
KMOS TV Station	2100 W. Broadway Sedalia, MO	Stuart Gressley	826-1651	Yes	15	K-12	Yes
KSIS Radio	N. 65 Highway Sedalia, MO	Carl Yates	826-1050	Yes	10	K-14	Yes
Lacuma Builders, Inc.	1806 W. 11th Sedalia, MO	Bob Cook	826-0522	No	0	0	Yes
Lamm, Barnett, Crawford, Barnes, Fritz Law Firm	118 W. Fifth Sedalia, MO	Donald Barnes	826-5428	No	0	11-12	Yes
Lee's Archery Manufacturing	Route 2 Sedalia, MO	LeRoy Young	826-6762	Yes	20	7-16	No
Magistrate Judge Pettis County	901 S. Vermont Sedalia, MO	Hazel Palmer	826-8816	No	0	11-12	Yes
Mattingly's Variety Store	218 S. Ohio Sedalia, MO	Bill Stratton	826-5270	Yes	20	7-12	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Merle Norman Cosmetics	120 S. Ohio Sedalia, MO	Sandra Boul	826-6430	No	0	11-16	Yes
MFA Claims Adjustment Office	2002 W. 14th Sedalia, MO	Steve Overman	827-0670	No	0	0	Yes
MFA Insurance	1817 W. Broadway Sedalia, MO	Vic Ohman	445-8441	Yes	20	11-16	No
Missouri Division of E. S.	215 E. Fifth Sedalia, MO	Bill Giles	826-8184	Yes	25	11-12	Yes
Missouri State Bank	917 S. Limit Sedalia, MO	William Claycomb	826-1213	Yes	20-25	4-12	Possibly
Missouri State Fair	Box 111 Sedalia, MO	Myrna Ragar	826-0570	Yes	30	3-7	Possibly
Ollison's Garage	2809 E. 12th Sedalia, MO	Keith Ollison	826-4077	No	0	0	Yes
Pepsi-Cola Bottling	2910 W. Broadway Sedalia, MO	W. C. Ream	826-8144	Yes	30	4-9	Possibly
Pettis County Ambulance	626 E. Fifth Sedalia, MO	Joe Wasson	826-5316	Yes	10-15	6-12	Possibly
Post Office	405 E. Fifth Sedalia, MO	Roy Hinton	826-8887	Yes	25-30	4-9	Possibly
Ramada Inn	3501 W. Broadway Sedalia, MO	Darrell Olsen	826-8400	Yes	15	5-12	Possibly
Rest Haven Retirement Home	1800 Ingram Sedalia, MO		827-0845	Yes	10	1-9	Possibly
Retail Bakery	Sixth & Ohio Sedalia, MO	Mr. Mallory	826-6920	Yes	20	K-9	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
R. J. Reynolds, Inc.	Sedalia, MO	Harold R. Roseman	827-3395	No	0	3-12	Yes
Rick's Body Shop	Route 2 Sedalia, MO	Rick Greer	826-1157	Yes	25-30	7-12	No
Rival Manufacturing	16th & Lamine Sedalia, MO	Jim Houchen	826-6600	Yes	15	4-12	Yes
Rival Manufacturing	Miller's Park Plaza Sedalia, MO	Nyra Price	827-3860	No	0	0	Yes
Sears	110 W. Third Sedalia, MO	Finis Galloway	826-6500	Yes	10	7-12	Yes
Sedalia Computer Service	210 E. 7th Sedalia, MO	Larry McRoy	827-1990	Yes	10-15	0-12	Yes
Sedalia Democrat	700 S. Massachusetts Sedalia, MO	Don Keller	826-1000	Yes	15	K-16	No
Sedalia, Implement	2205 S. Limit Sedalia, MO	John Joy	826-0466	Yes	15-25	7-12	Yes
Sedalia, Memorial Airport	E. Highway 50 Sedalia, MO	James Addas	826-9796	Yes	Small	K-14	Possibly
Sedalia Police	Third & Osage Sedalia, MO	Bill Miller	826-0214	Yes	10-15	1-14	Yes
Sedalia Sheriffs Department	Pettis County Court House Sedalia, MO	Mr. Don Stratton Mr. Emmett Fairfax	827-0052	No	0	0	Yes
Sedalia Water Department	111 W. Fourth Sedalia, MO	C. H. Taylor	826-1234	Yes	15	6-9	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Sound Shop	1716 W. Ninth Sedalia, MO	Al Reese	827-2223	Yes	20	K-12	Yes
Southwestern Bell Telephone	220 E. Fifth Sedalia, MO	Bob Johnson	826-9800	Yes	25	K-12	Yes
State Fair Community College	1900 Clarendon Road Sedalia, MO	Fred Davis	826-7100	Yes	5-10	9-12	Yes
				Check with Betty Blackwell			
The Craft Shop	318 S. Ohio Sedalia, MO	Mrs. Boatman	827-3041	Yes	15-20	5-12	Possibly
Third National Bank	301 S. Ohio Sedalia, MO	Bob McDonald	827-3333	Yes	30-40	6-9	Possibly
Town & Country Shoes	201 N. Missouri Sedalia, MO	Charles Rayl Ken Grott	826-4490	Yes			
Robert A. Treuner Masonry Company	1703 E. Seventh Sedalia, MO	Robert Treuner	827-1474	No	0	0	Yes
Tullis Hall Dairy Company	541 E. Fifth Sedalia, MO	Mr. Funnell	826-3030	Yes	10	3-12	No
U. S. Army Recruiting Station	514 S. Ohio Sedalia, MO	Jerry Zahner	826-8879	No	0	0	Yes
Walker Publishing Company	2016 S. Main Sedalia, MO	Mark Kitch	826-8200	Yes	15	5-12	Yes
Wilken Music	Thompson Hills Sedalia, MO	Mr. Wilken	826-9356	Yes	10	4-12	Yes
Zephyr Manufacturing	400 W. Second Sedalia, MO	C. M. Huddleston	826-0352	Yes	10-15	4-9	Possibly

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Farmers & Merchants Bank	Main Street Green Ridge, MO	Bob Roach	527-3311	Yes	15-20	K-12	No
Flossie's Beauty Shop	Green Ridge, MO	Flossie Ream	527-3435	Yes	3-4	7-12	No
Green Ridge Lumber Company	Green Ridge, MO	Robert Carlson	527-3412	Yes	20-25	K-12	No
Green Ridge News	Green Ridge, MO	Jim Stark	527-3512	Yes	3-4	3-12	Yes
Green Ridge Post Office	Green Ridge, MO	Melvin Ream	527-3385	Yes	20-25	K-12	No
M.F.A. Exchange	Green Ridge, MO	Stan Bowlin	527-3313	Yes	15-20	K-12	Yes
Warren Grocery	Green Ridge, MO	Mr. Warren	527-3317	No	0	0	No
Rodewald's Cafe	Green Ridge, MO	Steve Rodewald	527-3662	Yes	15-20	K-12	Yes

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Ault's Skelly Station	1570 S. Odell Marshall, MO	Bob Ault	886-6792	Yes	20	7-9	No
Banquet Foods	253 W. Marion St. Marshall, MO	Caton Martin	886-3301	Yes	20	4-9	Possibl
Gordon Buckner	305½ E. North Marshall, MO		886-3408	Africa and Coin Col. Ham Radio			Yes
Cargill Inc.	324 N. Odell Marshall, MO	Jack Hartwick	886-7466	Yes	20-25	9	Possibl
DeKalb Ag. Research	830 N. Miami Marshall, MO	Don Wert	886-7438	Yes	10-40	5-9	Possibl
Democrat News	121 N. Lafayette Marshall, MO	Jerry Arnett	886-2233	Yes	25	7-9	Yes
Emma Creamery	Emma, MO	Homer Dierking		Yes	25	3-6	No
Farmers Savings Bank	102 E. Arrow Marshall, MO	Ed Gordon	886-7477	Yes	25	7-9	Yes
Fitzgibbon Hospital Nursing	868 S. Brunswick Marshall, MO	Lillian Best	886-7433	No	0	0	Yes
Steve Hartwig	623 N. Lake Drive Marshall, MO		886-7866	Merchandising with emphasis on shoplifting			Yes
Heinzler Brothers Welding	264 S. Salt Pond Marshall, MO	Frank Heinzler	886-7775	Yes	20-25	7-9	No
Harold Hoey	1425 E. Eastwood Marshall, MO		886-2921	No	Conservation Show Film		Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
KMMO-KMFL Radar & Instruments	W. Highway 65 Marshall, MO	Mr. Douglas Jack Abdon	886-7422	Yes Yes	20-25 20-25	7-9 3-6	Yes Yes
Marshall Chamber of Commerce	214 N. Lafayette Marshall, MO	Leo Hayob	886-7464	No	0	7-9	Yes
Marshall Floral & Greenhouse	160 W. Summit Marshall, MO	Juanita Dametz Gerri Sue Watts	886-7177	Yes Floral arrangement	20	7-9	Yes Yes
Marshall Inn	Highway 65 & Vest Marshall, MO	Dewey McKinney	886-7417	Yes	20-25	K-6	Possibly
Marshall State School and Hospital	E. Slater Marshall, MO	M. L. Daughty	886-2202	Yes	30	12-16	Possibly
MFA Research Farm	Route 1 Marshall, MO	Jim Claxton Carter Shannon	886-3668	Yes	20-25	6-12	Possibly
Missouri Valley College	500 E. College Marshall, MO	Steve Woods	886-6924	No	0	9-12	Yes
Municipal Utilities	765 W. North Marshall, MO	Robert Hayob Hubert Hinton	886-5588	Yes	20-25	K-12	No
James Nisely Lab. Technician	Odell Clinic Marshall, MO		886-3366	No	0	0	Yes
Post Office	205 N. Lafayette Marshall, MO	Mr. Weislocker	886-6200	Yes	25	7-9	No
Professional Gym Inc. Plant	805 Cherokee Lane Marshall, MO	Ray Mach	886-3042	Yes	20-25	4-12	No
Steve Rimmer	417 E. Highlander Marshall, MO		886-6124	No	Vietnam Police		Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Tygart & Arth Body Shop	207 E. Belle Marshall, MO	Ray Arth	886-3033	Yes	25	7-8	Yes
Wilson's Company, Inc.	Box 340 Marshall, MO	Don Rutter	886-5522	Possibly	12	7-12	Possibl
Wood & Huston Bank	27 North Street Marshall, MO	Mitchell Giesler	886-5575	Yes	25	7-9	Yes

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Attorney at Law	Warsaw, MO	Edwin Brady	438-5116	No	0	0	Possibly
Benton County Enterprise	Warsaw, MO	Hahlon White	438-6312	No	0	0	Possibly
Benton County R-IX	Warsaw, MO	John Boise	438-7351	No	0	8-10	Yes
Brick Mason	RFD 3 Warsaw, MO	Lee Slavens	438-5360	No	0	0	Possibly
Creasy's Insurance	Warsaw, MO	Gordon Creasy	438-5621	No	0	0	Yes
District Conservation Soil Conservation Serv. Dept. of Agriculture	Warsaw, MO	Dan Philbrick	438-6611	No	0	0	Yes
DeLong Dry Goods	Warsaw, MO	Mrs. DeLong	438-5307	No	0	0	Possibly
Durham Chevrolet	Warsaw, MO	Cloyd Durham	438-5133	Yes	10	8-12	Yes
Estes' 66 Station	Warsaw, MO	Gary Estes	438-6022	No	0	0	Possibly
Fajen's Inc.	Warsaw, MO	Mary Wray	438-5111	Yes	30	1-12	Possibly
Model Cleaners	Warsaw, MO	Richard Kingma	438-5831	Yes	20	K-12	No
Reinhart Fajen, Inc.	Warsaw, MO	Eloise Atkins	438-5111	Yes	20	11-16	No
Harry S. Truman Reservoir	Warsaw, MO	Edwin Elmore	438-6780	Yes (Plant trees, etc.)	25	4-6	Yes
Unitog	Warsaw, Mo	Osborne McMillen	438-5117	Yes	Arr.	7-12	No
Warsaw Auto Supply	Warsaw, Mo	Stan Intelman	438-7321	Yes	Small	1-14	No

NAME	ADDRESS	REPRESENTATIVE	TELEPHONE	TRIP	SIZE	LEVEL	SPEAKER
Warsaw Boonslick Library	Warsaw, MO	George Heizman	438-5211	Yes	25	K-12	No
Warsaw Post Office	Warsaw, MO	Mrs. Lloyd	438-6211	Yes	15-25	K-12	No

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Allstate Insurance	4800 E. 63rd Kansas City, MO	John Irish	333-6800	Yes	20	11-16	No
Breech Academy-TWA	6300 Lamar Avenue Mission, KS	Mickey Holiday	842-4000	Yes	20	11-16	Yes
Business Mens Assurance	BMA Building Kansas City, MO	Almeta Wilcher	753-8000	Yes	20	11-16	No
Commerce Bank	10th & Walnut Kansas City, MO	John Wells	234-2000	Yes	20	11-16	No
Hallmark	25th & McGee Kansas City, MO	Rose A. Lightle	274-4667	Yes	20	11-16	Yes
Macy's	1034 Main Kansas City, MO	Mrs. Cullen	221-3737	Yes	20	11-16	No
Patricia Stephens Modeling Finishing School	4638 Nichols Road Kansas City, MO	Sue Peterson	531-5866	Yes	60	7-12	Yes
Missouri Pacific Railroad	210 N. 13th Street St. Louis, MO	D. M. Tutke	314-294[illegible]	Yes	Arr.	7-12	Possibly